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ABSTRACT

Red River College (Canada) is at the center of Manitoba's industrial and commercial community, delivering more than 110 diploma, certificate, and apprenticeship programs and providing skilled graduates to the work force. This annual report describes the College's characteristics and accomplishments for the 1999-2000 academic year. Highlights include: (1) full-time enrollment increased 8% to nearly 33,000 students, the majority of whom were between 20 and 24 years of age; (2) women made up more than 35% of the full-time student population; (3) apprenticeship training enrollments increased 23% to nearly 1,700 students, and distance education enrollments increased 36% to more than 1,750 students; (4) major new programming initiatives included Web Site Development, Emergency Nursing, Health Service Management, and CSICO Certified Network Associate; (5) the College operated on a not-for-profit basis with an annual budget of $73 million; (6) Continuing Education enrolled more than 16,000 students, 28% of whom were taking computer courses; and (7) 90% of graduates were very satisfied or satisfied with the education and training provided at the College. Details and statistics are offered for each program. Appended are an enrollment summary table and contact information. (EMH)

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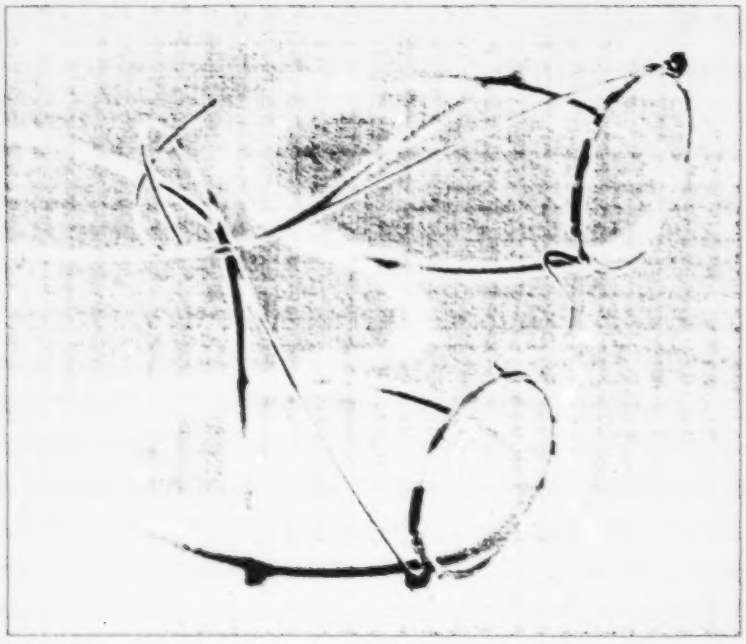

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red river college

1999/2000

academic annual report

JC030003

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Programs, by Division

Aboriginal and Teacher Education

Aboriginal Interpreter (D)
ACCESS Programs
Business Teacher Education (J)
College Preparation for Aboriginal Students (C)
Industrial Arts Teacher Education (J)
Microcomputer Applications (C)
Vocational Industrial Teacher Education (J)

Applied Sciences

Animal Health Technology (D)
Applied Biology (J)
Applied Chemistry (J)
Applied Environmental Studies (J)
Chemical and Biosciences Technology (Co) (D)
Child and Youth Care (D)
College Preparation for Nursing (C)
Communication Engineering Technology (D)
Computer Engineering Technology (D)
Dental Assisting – Level 2 (C)
Developmental Services Worker (D)
Early Childhood Education (D)
Electrical Engineering Technology (D)
Electronic Engineering Technology (D)
Electronic Technician (L) (C)
Health Care Aide/Unit Clerk (C)
Instrumentation Engineering Technology (D)
Joint Baccalaureate Nursing (J)
Magnetic Resonance Imaging and Spectroscopy (A)
Medical Radiologic Technology (D)
Radiation Therapy
Rehabilitation Assistant (C)

Business and Applied Arts

Administrative Assistant (Co) (D)
Advertising Art (D)
Advertising Art (Advanced Diploma) (A)
Business Administration (Co) (D)
Business Administration Integrated (Co) (D)
Commerce/Industry Sales and Marketing (C)
Commercial Baking (Co) (L) (C)
Computer Accounting Technician (C)
Computer Analyst/Programmer (Co) (L) (D)
Creative Communications (D)
Culinary Arts (Co) (L) (D)
Entrepreneurship (C)
Health Information Technologist (D)
Hotel and Restaurant Administration (Co) (L) (D)
Information Systems Technology (Co) (L) (D)
International Business (A)
Library and Information Technology (D)
Tourism (Co) (L) (C)

Industrial Technologies

Advanced Welding
Architectural CAD Technology (C)
Automotive Service Education Program
Automotive Technician (Certificate) (C)
Automotive Technician (Diploma) (D)
Automotive Technician (Work Experience) (C)
Carpentry and Woodworking (C)
Civil Technician (C)
Civil Technology (Co) (L)
Collision Repair and Refinishing (C)
Design and Construction Technology (Co) (L) (D)
Electrical (C)
Environmental Protection Technology (Co) (L) (D)
Geographic Information Systems (GIS) Technology (A)
Geomatics Technology (Co) (L) (D)
Greenspace Management (Co) (D)
Heavy Duty Equipment Mechanic (C)
Heavy Duty Equipment Technician (D)
Machine CAD Technology (C)
Manufacturing Technician (D)
Mechanical Engineering Technology (D)
Mechanical Systems CAD Technology (C)
Municipal Technology (Co) (L) (D)
Piping Trades (C)
Power Engineering (C)
Power Equipment Technician (C)
Refrigeration and Air Conditioning Technician (C)
Structural CAD Technology (C)
Structural Technology (Co) (L) (D)
Welding (C)
Wood Products Manufacturing — Certificate (C)
Wood Products Manufacturing — Diploma (Co) (D)

Student Services

American Sign Language – English Interpretation (D)
Deaf Literacy
Deaf Studies (C)

Training Enterprises

Academic Development Programs (C)
English as a Second Language (ESL)
General Studies (C)
Introduction to Computer Accounting Technician (C)
Introduction to Business (C)

(Co) Co-operative Education programs (may be optional)
(L) Laptop computer delivery (may be optional)
(C) Certificate program (usually 10 months)
(D) Diploma program (usually 2 years or more)
(A) Advanced Diploma program
(J) Joint program with the Univ. of Manitoba or Univ. of Winnipeg

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The year in review

Ken Webb
Vice-President,
Academic
Red River College

There has never been a more exciting time to be at Red River College. It is a key to Manitoba's economic development and prosperity. We train and educate the workforce, providing global workers for the provincial economy. In the high-tech information age, where an educated and adaptable workforce is the nation's most competitive asset, the need for a dynamic college has never been greater.

As the world adapts to the forces of the New Economy, so does Red River College. For the sixth year in a row RRC expanded its range of programming and delivery modes to meet the needs of learners and the community.

Enrolments

Enrolments in full-time programs rose eight per cent in 1999/2000, an outstanding accomplishment in a hot economy where good jobs and strong wages tend to keep people away from post-secondary education. Apprenticeship training was up 23 per cent in support of the government's Apprenticeship revitalization initiative. Enrolments also grew as RRC continued to find new ways to support learners outside Winnipeg and those who cannot easily make it to the Notre Dame Avenue campus. Distance Education enrolments increased 36 per cent and full time program offerings increased at the regional campuses.

New Programming

Major new programming developments in 1999/2000 included:

NEW:

- Integrated Technologies*
- Aviation Management*
- Website Development (CE)
- Emergency Nursing (DE)
- Parish Nursing (CE)
- CAD Technology - Co-op*
- Diploma Nursing (Accelerated)*
- Operations Management (CE)
- Health Service Management (CE)
- CISCO Certified Network Associate (CE)
- Aboriginal Self Government Administration*
- Mechanical Engineering Technology - Co-op*
- American Sign Language/English Interpretation (Joint Degree with U of M)

For development in 1999/2000, beginning delivery in 2000/2001.

EXPANDED:

- Computer Analyst/Programmer
- Aboriginal Interpreter
- ESL for Commercial Driving
- Piping Trades
- Welding
- Joint Baccalaureate Nursing
- Electrical
- Tourism
- ESL for Academic Upgrading
- ESL for Technology
- Collision Repair & Refinishing
- Automotive Technician
- Early Childhood Education
- Carpentry and Woodworking
- Computer Accounting Technician
- Chemical and Biosciences Technology
- Vocational Teacher Education (Aboriginal Languages)

College Expansion Initiative

The Manitoba government has made expanding the college system a priority.

In 1999, the government announced its most aggressive plans for Manitoba colleges in more than 30 years. Through a four-year, $24 Million expansion program, the "College Expansion Initiative" (CEI), it has set out to double college enrolments in Manitoba. As Manitoba's second largest post-secondary educational institution and the largest deliverer of applied education, RRC will lead the growth of colleges under the CEI. This commitment to expansion provides the occasion for continued innovation, renewal and transformation at Red River College.

RRC Goes Downtown - Princess Promenade

Sustained growth over the last six years has RRC overflowing its facilities and spreading out into leased accommodations across the city and throughout the regions. To accommodate the doubling of the enrolment goal of the CEI, RRC prepared a proposal to establish a new, high-tech campus in the Exchange District of downtown Winnipeg.

The heart of Winnipeg's grain trading and agricultural economy at the turn of the century, the Exchange District will once again become the business centre of the province. Drivers of the New Economy, the information technology, new media, and software industries, are clustering in the Exchange District. With its new campus RRC will be a key player and anchor for economic trans-

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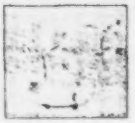


formation and growth. The new downtown campus will be a world class facility for the delivery of leading edge programs in a warm, welcoming, learner-centred environment.

Learning Centred - Learner Centred

Community Colleges help people learn, and RRC is committed to constantly improving on how it helps learners.

• Prior Learning Assessment and Recognition (PLAR) provides credit for learning wherever it takes place, and in 1999/2000 RRC launched new PLAR initiatives in its Early Childhood Education, Manufacturing and Hospitality program areas.

• RRC is committed to developing all new programs in a learning outcomes format, to clearly outline to learners what they will learn in their program, how it will be assessed, and how they can get credit for the post-secondary learning they already have, regardless of how they obtained it.

• RRC developed college-wide outcomes, a set of generic skills and abilities that all college graduates should have, regardless of which program they studied in. This comprehensive profile was consistent with the new Conference Board of Canada (CBC) Employability Skills profile, leading RRC to adopt the CBC profile for all college programs.

• As well as supporting learners academically, RRC is helping to increase the financial supports available to learners. The number of co-op programs continues to increase, with two expansions in 1999/2000 and four new co-op programs planned for next year.

• With support of the Manitoba Scholarships and Bursaries Initiative, RRC has introduced entrance scholarships and increased the number and level of academic awards. A new development office was established in 1999/2000 to increase financial support for students.

Distributed Learning

Serving students who can't travel to campus is also an important way of supporting learners. Through Regional Campuses, distance education and new technologies, RRC continued to break down the barriers of time, place and learning style:

• The Portage la Prairie Regional Campus was expanded and moved to Southport

• Distance Education enrolment increased 36 per cent, with 125 courses and nine complete programs now available

• With support from CanWest Global the TV studios at the Notre Dame campus were renovated, preparing them to broadcast to regional campuses through a hybrid satellite and Internet technology

• More full-time programming was provided through the regional campuses

Applied Research

Applied research is a growing trend in Canadian colleges as their ability to apply their physical and intellectual capital to solve problems for industry is becoming more widely recognized. In 1999/2000 the Canadian Foundation for Innovation (CFI) created a special fund to support applied research at colleges.

• RRC was granted eligibility status from the CFI

• RRC developed a proposal for a Centre for Applied Research in Sustainable Infrastructure (CARSI) with support from the University of Manitoba, the University of Winnipeg, the National Research Council, the Manitoba Economic Innovation Technology Council, Winnipeg Construction Association, Manitoba Hydro, Manitoba Highways and Transportation and other Manitoba construction associations.

• Although the proposal was not funded by CFI, it was ranked very highly and it will be re-submitted for the next round of projects in 2001.

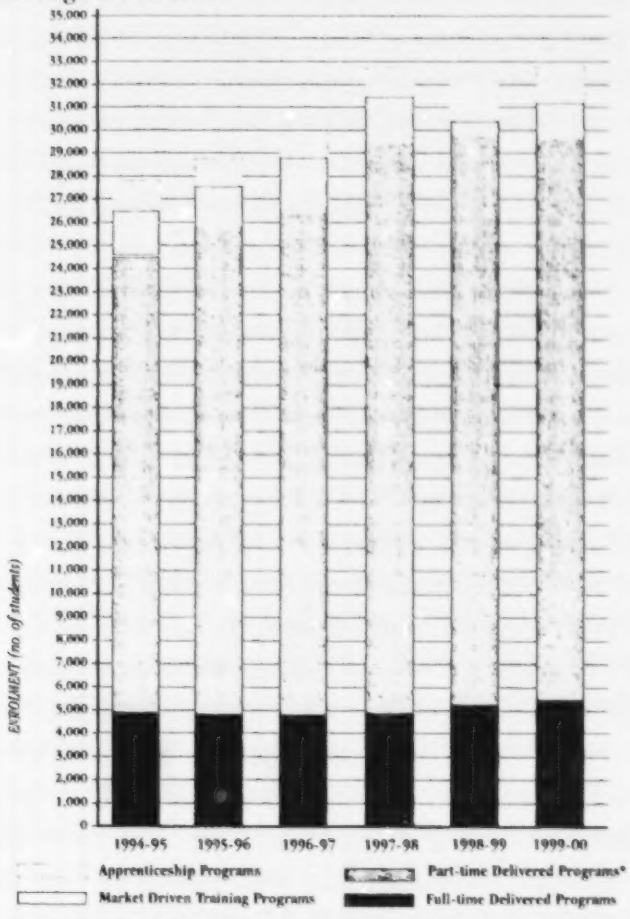
• RRC continues to assist Manitoba businesses with applied research projects in rapid prototyping, manufacturing, and geomatics.

Red River College will continue to adapt to the needs of the community and the learners we serve. The new downtown campus and the College Expansion Initiative will provide exciting opportunities to develop new programs, expand our delivery modes and improve our services to learners. RRC will lead the growth in post-secondary education in the New Economy. •

Ken Wolfe

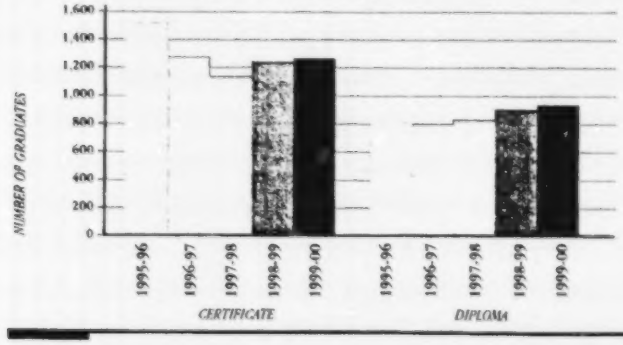
College profile

College Enrolment



* (Part-time programs, Continuing Education programs, Distance Education programs and part-time Regional Centres programs)

Number of Graduates, Certificate and Diploma Day Programs



Setting the Standard. Meeting the Demand.

Red River College is at the centre of Manitoba's industrial and commercial community, providing the highest quality education and training for more than 32,000 full and part-time learners each year. It delivers over 110 diploma, certificate and apprenticeship programs and provides skilled, experienced and motivated graduates to the marketplace.

As the largest and most comprehensive college in Manitoba, RRC sets the standard for applied education and is strategically positioned to deliver real and sustained growth for the College system. The College has a remarkable history of responsiveness, renewal and innovations; since 1993, RRC has introduced 47 new full-time programs, expanded 22 and deleted 14. In addition, since 1993, RRC has introduced 33 new continuing education part-time programs, revamped 8 and deleted 13.

A Red River College education offers a unique combination of classroom study along with hands-on work experience or cooperative education that provides students with both a theoretical and a practical understanding of their career path. RRC students have access to state-of-the-art equipment and computer technology, and through advisory boards and industry contacts, instructors ensure program curricula incorporate leading edge theories, trends and practices.

Vision and Mission

The College has a strong history and is committed to the future. Its vision is to be a leader in post-secondary education for the 21st Century in partnership with business and industry, government, labour, students and the community.

The mission of RRC is to provide high quality educational and training opportunities to assist with economic, cultural and social development in Manitoba within the context of a global marketplace.

The College's ties to the community are reinforced through a 12-member Board of Governors. Board members offer a wealth of experience and wisdom, with representatives from business, labour,

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education and the community. Not only has the College been able to learn from their expertise, and improve through their guidance and direction, but the board governance structure allows the College to be more flexible and responsive to community needs.

Organization

The College's largest campus is on Notre Dame Avenue near the Winnipeg International Airport. Other Winnipeg campuses include downtown locations for the Market Driven and Language Training Centres, an aerospace training centre, and a satellite centre in St. Boniface. Regional campuses are located in Gimli, Winkler, Portage la Prairie, and Steinbach.

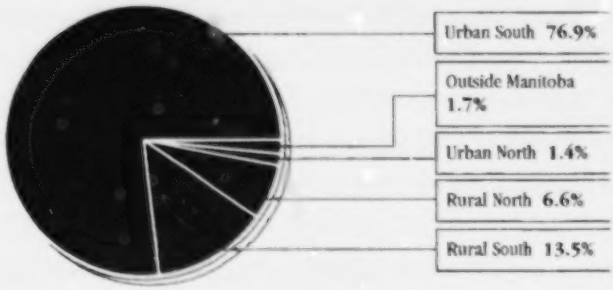
RRC offers post-secondary joint baccalaureate, advanced diploma, diploma, certificate and preparatory programs in the fields of applied arts, applied sciences, business, community services, developmental education, health, trades and technology. In addition, the College provides training for apprentices in 21 designated trades. The College also offers a comprehensive array of courses for part-time learners in Winnipeg and across Manitoba through its Continuing Education and Distance Education offices, and its Regional Campuses.

The Market Driven Training Centre works with business, industry, special interest groups, all levels of government, and professional organizations to deliver educational opportunities through custom-designed training and modified College programs. The Language Training Centre offers full-time English programs at basic, intermediate and advanced levels for settlement, job preparation and academic training purposes. At the College's Aerospace Training Centre, customized training for the aerospace and manufacturing sectors is provided.

Demographics (Full-time Programs)

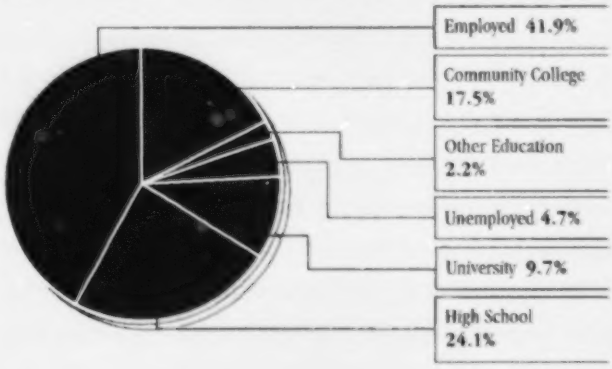
In 1999-00, the majority of students enrolled in full-time programming were between 20 and 24 years of age. Over 40 percent of incoming students were employed in the year prior to coming to RRC, while 24 percent were at high school and 10 percent were at university. Students came to the College from across the province. Seventy-seven percent of students are from the urban south. In 1999-00 women comprised over 35 percent of the full-time student population.

Student Location Prior to Entry to RRC, 1999/2000

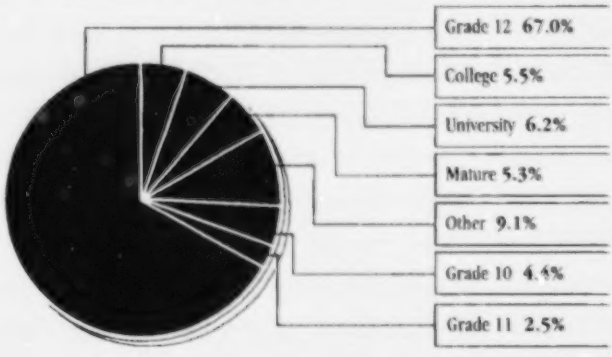


Note: Urban South includes the metropolitan Winnipeg area, Brandon, Portage la Prairie and Selkirk. Rural South includes all other areas in southern Manitoba. Urban North includes the northern urban areas of Dauphin, The Pas, Flin Flon and Thompson. Rural North includes all other areas in northern Manitoba.

Main Activity in Year Prior to Entry to RRC, 1999/2000



Previous Education Levels of Students, 1999/2000



Note: highest level of education attained as calculated from the 65% of entering first-year students who reported their previous academic level of education

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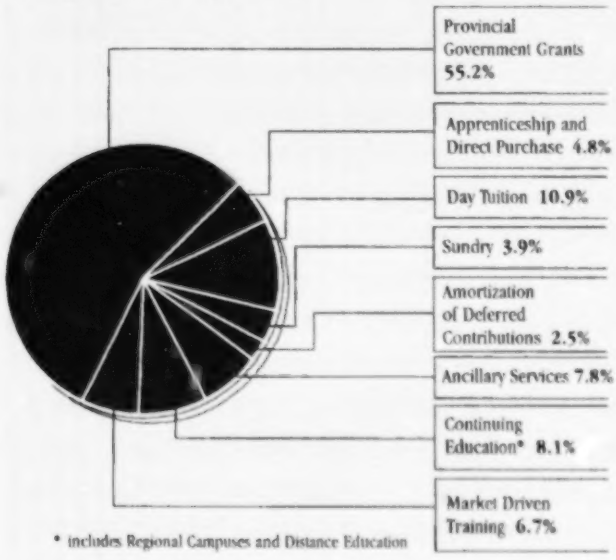
College Revenue 1999/2000



* includes Regional Campuses and Distance Education

As a comprehensive college, RRC serves a diverse population with a varied educational background. Sixty-seven percent had graduated from high school, another 12 percent had attended college or university programs and 5 percent were mature students.

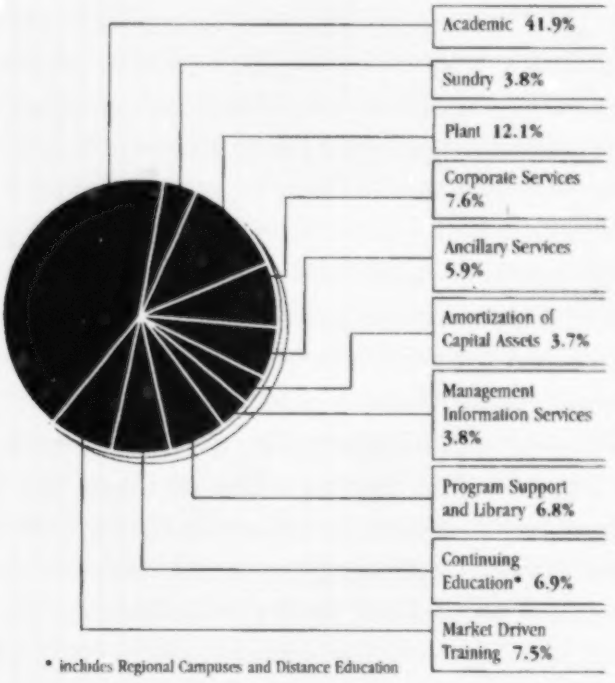
Resources

In 1999-00, the total human resources of the College were approximately 850 staff years.

The College operates on a not-for-profit basis with an annual budget of approximately $73 Million.

As a publicly-funded institution, the College relies on provincial government grant support which comprised approximately 55 percent of its total revenue in 1999-00. The College receives tax exempt status as a registered charity. •

College Expenditures 1999/2000



* includes Regional Campuses and Distance Education

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Graduate employment and satisfaction

Red River College provides applied education and training directly linked to quality employment outcomes. Students graduate with the knowledge, skills and ability required for today's and tomorrow's workplaces. The College's core value is student success. This means helping each student realize his or her intellectual and personal potential.

According to a survey of 1998-99 graduates approximately 91 percent were either employed or furthering their education during the period of surveying. Only 9 percent were still searching for an employment situation. Of the employed/self-employed graduates, over 92 percent were employed on a full time basis.

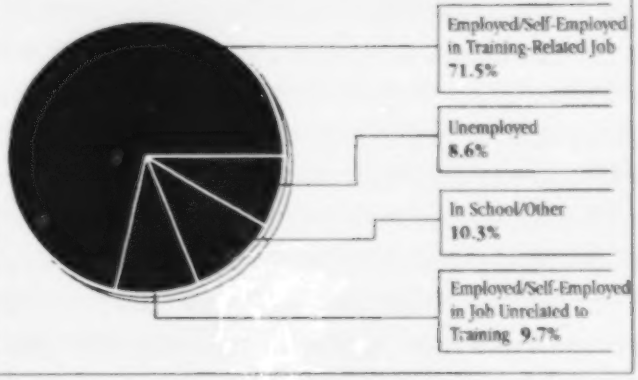
Ninety percent of graduates were very satisfied or satisfied with the education and training provided at Red River College.

More than 90 percent of respondents reported that they were satisfied or very satisfied with the education and training they received at the College and 91 percent said they would recommend their program to others. Nearly 86 percent agreed or strongly agreed that the program they completed at the College was up-to-date.

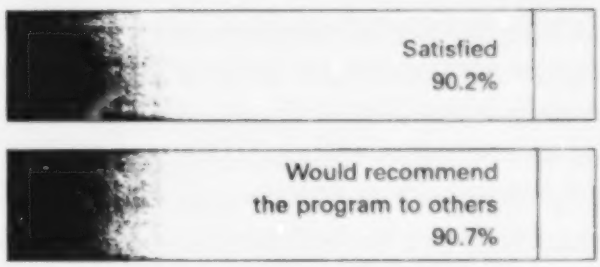
As a component of its public accountability, the College conducts a Graduate Employment Survey annually to gather information on employment status and program satisfaction from graduates of diploma, certificate and refresher programs. It is essential for the College to monitor employment and satisfaction outcomes and implement improvements as indicated.

The complete results for each program are published in an annual Graduate Employment Report, which is widely distributed and available to the public. It is available at the College's website at http://www.rrc.mb.ca/researchplan/grdempr.htm •

Graduate Employment


Employed/Self-Employed in Training-Related Job 71.5%
Unemployed 8.6%
In School/Other 10.3%
Employed/Self-Employed in Job Unrelated to Training 9.7%

Graduate Satisfaction



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Academic excellence

Our commitment to academic excellence is reflected in our pursuit of continuous improvement in all program areas, our demonstrations of public accountability and our pursuit of accreditation. Our overall performance is best demonstrated in the achievements of our students and our faculty.

Academic Leadership

Red River College continued to provide academic leadership within our community, across the country and overseas. Highlights of 1999/2000 included:

• Responding to requests to share our experience in developing laptop based educational programs at the Microsoft Higher Education conference (Redmond, Washington), the IBM International ThinkPad Programs conference (Montreal), and the Interface 2000 conference (Edmonton). RRC also hosted faculty from Durham College (Oshawa) to assist them in preparing for their new laptop programs.

• RRC was nominated for the Canada Council of Public Partnerships as a partner with Bristol Aerospace, Manitoba Education and Training and the Manitoba PLA Centre in an innovative PLA program for Bristol's employees.

• The Early Childhood Education program launched the "Our Children, Our Way" video series. The program had been selected by the federal government to create a series of six videos depicting ECE practices in First Nations communities across Canada.

• The Manitoba Information Technology Industries sector council report on post-secondary information and technology programs in Manitoba rated the RRC programs very strongly, specifically citing the strong advisory committee and the co-op and laptop innovations.

• RRC assisted St. Paul's College in the Philippines and Danang University in Vietnam to develop Early Childhood Education programs.

• RRC assisted the North Alberta Institute of Technology (NAIT) in the development of a Magnetic Resonance Imaging technology program.

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Accreditation

Red River College is committed to national and international recognition for its programs and graduates. Accreditation of programs by certifying bodies and professional associations is pursued wherever it is available. College faculty are also committed to excellence and many of them participate in national curriculum and accreditation committees.

- The Medical Radiologic Technology program received the maximum 6-year accreditation from the Canadian Medical Association's Conjoint Committee on Accreditation.

- The Gas Turbine and Engine Overhaul program became the first such English language program to receive accreditation from the Canadian Aviation Maintenance Council (CAMC).

- The Computer/Analyst Programmer program was accredited for the first time by the Canadian Information Processing Society (CIPS).

- The Manufacturing Technician program received accreditation for levels 1 and 2 by the Manitoba Apprenticeship Branch.

Articulation

The quality of our academic programs is recognized across the country as RRC graduates continue to be accepted for advanced entry at many universities. RRC has over 55 articulation agreements providing diploma program graduates with two years credit towards a bachelor's degree in 80 per cent of our diploma programs. In 1999/2000, new agreements were developed in:

- Business Administration (Lethbridge University)
- Hotel Restaurant Administration (University of Calgary)
- Computer Analyst/Programmer (Athabasca University)
- Green Space Management (Olds College)
- Information Systems Technology (Athabasca University)
- Mechanical Engineering Technology (Athabasca University)
- Child and Youth Care (Athabasca University)
- Development Services Worker (Athabasca University)
- Early Childhood Education (Athabasca University)

Advisory Committees

Advisory Committees are a vital link between the College and the employers of our graduates. Each certificate and diploma program is supported by an active program advisory committee that provides ongoing feedback from employers, students and specialists in the field.

Program Advisory committees, which meet at least twice a year, report to the Planning Committee of the Board of Governors. Any major program changes must have a recommendation from the Program Advisory committee before it can be implemented. Annual meetings between the Chairs of all program advisory committees and the Board of Governors provide for a direct link between the committees and the governors.

Partnerships

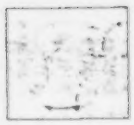
Partnerships strengthen our ability to develop and deliver quality programming. By bringing together unique, specialized resources and knowledge, a partnership can achieve more and make it happen more efficiently.

RRC has a significant number of partners in programming and the number expands every year. A few of the new partnerships are: Four Feathers Inc., Manitoba First Nations Education Resource Centre, Norway House First Nation and West Region Child and Family Services.

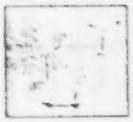
Over the last year Red River College is proud to have worked with such partners as:

- Aboriginal Head Start
- Aboriginal Languages of Manitoba
- Aboriginal Literacy Foundation
- Addictions Foundation of Manitoba
- Aerospace Training Canada International
- Agassiz School Division
- Agriculture Canada
- Alberta Vocational College
- Alpine Systems
- American Production and Inventory Control Society (APICS)
- Animal Health Technologist Association
- A-Quest
- Assiniboine Community College
- Assiniboine Credit Union
- Association for Community Living, Manitoba
- Association for Community Living, Winnipeg
- Association for Non-Traditional Education in the Philippines
- Association of Canadian College Schools of Business
- Association of Canadian Community Colleges (ACCC)
- Automotive Trade Association (ATA)

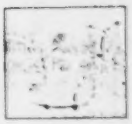
- Autotrol
- Azon Central Graphics
- Bailey Instruments of Canada
- Barkman Concrete
- Board of Opticians of Manitoba
- Boeing Canada Technology Ltd
- Bombardier
- Boundary Trails Health District
- Brandon University
- Briggs & Stratton Ltd.
- Bristol Aerospace
- British Columbia Institute of Technology (BCIT)
- Building Owners and Managers Institute (BOMI)
- Camosun College
- Canadian Association for Co-operative Education (CAFCE)
- Canadian Association of Journalists
- Canadian Automotive Repair and Service (CARS) Council
- Canadian Bureau for International Education, Ottawa
- Canadian Chamber of Commerce
- Canadian College of Health Services Executives
- Canadian Committee to Protect Journalists
- Canadian Diabetes Association
- Canadian Forces Community College Network (CFCCN)
- Canadian Imperial Bank of Commerce (CIBC)
- Canadian Information Processing Society (CIPS)
- Canadian Institute of Bookkeeping
- Canadian Institute of Financial Planners
- Canadian Institute of Traffic and Transportation (CITT)
- Canadian International Development Agency (CIDA)
- Canadian National (CN)
- Canadian Lung Association
- Canadian Public Personnel Management Association
- Canadian Steel Trade Employment Congress (CSTEC)
- Canadian Tire
- Canadian Vocational Association
- Canon Copiers
- CANTECH Corporation
- CanWest Global
- Cargill
- CBC Manitoba
- Cedar Gathering
- Central Lift and Equipment
- Centre for Aboriginal Human Resource Development (CAHRD)
- Certified General Accountants of Manitoba
- Certified Management Accountants
- Certified Central Services Technicians
- Certified Technicians and Technologists Association of Manitoba (CTTAM)
- Chemcrest
- Chengdu Electromechanical College, Chengdu, China
- Child and Family Services
- Chrysler Canada
- CIMCO Refrigeration
- City of Winnipeg, Social Services
- College/Universitaire de St. Boniface
- College Canada
- Concordia General Hospital
- Confederation College
- Consolidated Turf Ltd.
- Continuing Education by Design
- Cummins Diesel Engines
- Dairy Farmers of Canada
- Deep River Science Academy
- Deer Lodge Centre
- Department of National Defence
- Directors of Education - First Nation Schools
- Dominion Windows
- Drummond McCall
- Economic Innovation Technology Council
- Educational Development Services
- Eljoy Irrigation
- Endeavour Information Systems
- EDS Systems House
- Evergreen School Division
- Family Centre of Winnipeg
- Federal Pioneer
- Fetal Alcohol Family Association of Manitoba
- First Nation Forestry Program
- Fisher River First Nation
- Fisher Scientific
- Four Feathers Inc.
- Friesen's Printers
- Ful-Flo Industries Ltd.
- Garden Hill Educational Authority
- Garden Valley School Division
- General Motors of Canada



- Grace General Hospital
- Grant McEwan College
- Grapes
- Guertin Implements
- Graphic Designers Society - Manitoba Chapter
- Habitat for Humanity
- Health Care Products Association of Manitoba
- Health Sciences Centre
- Holland College
- Honda
- Human Resource Management Association of Manitoba
- Human Resources Development Canada
- IBM
- Image Color
- Immigration and Settlement Canada
- Indian and Northern Affairs
- Industry, Science and Technology Canada
- Institute of Electrical and Electronics Engineers (IEEE)
- Institute of Industrial Mathematical Sciences
- Instrument Society of America (Winnipeg Sector Inc.)
- Insurance Council of Manitoba
- Intercity Papers
- Intergraph Canada Ltd.
- Inter-Industry Conference on Auto Collision Repair(I-CAR) Canada
- International Parish Nursing Resource Centre
- (The) Jacks Institute
- JAW Window and Door Co. Ltd.
- Jeffries Nurseries Ltd.
- Junior Achievement Manitoba
- Keewatin Community College
- Kikinamowin
- Kortex Computers
- Lakeshore School Division
- Lennox Industries (Canada) Ltd.
- Lincoln Welding Equipment (Canada)
- Loewen Millwork
- Long Plain First Nation
- Lord Selkirk School Division
- Luke's Machinery Co. Ltd.
- Manitoba Aerospace Group
- Manitoba Agriculture
- Manitoba Animal Blood Bank
- Manitoba Association of Licensed Practical Nurses (MALPN)
- Manitoba Association of Registered Nurses
- Manitoba Association of School Superintendents
- Manitoba Association of School Trustees
- Manitoba Business Magazine
- Manitoba Call Centre Association
- Manitoba Cancer Treatment and Research Foundation
- Manitoba Chamber of Commerce
- Manitoba Child Care Association
- Manitoba Council for Leadership in Education
- Manitoba Culture, Heritage and Citizenship
- Manitoba Education and Training - Apprenticeship Board
- Manitoba Education and Training - Employment Development Centres
- Manitoba Education and Training - Youth Programs
- Manitoba Education and Training - School Programs
- Manitoba Education and Training - Teacher Certification
- Manitoba Education and Training - Board of Teacher Education and Certification
- Manitoba Energy Management Task Force
- Manitoba Environmental Industries Association
- Manitoba Family Services
- Manitoba Federation of Labour
- Manitoba First Nations Education Resource Centre
- Manitoba Food Services Association
- Manitoba Health Education Alliance
- Manitoba Health, Emergency Medical Services
- Manitoba Health, Healthy Communities
- Manitoba Heavy Construction Association
- Manitoba Highways and Transportation
- Manitoba Home Builders' Association
- Manitoba Hydro
- Manitoba Industry, Trade and Tourism
- Manitoba Justice, Adult Corrections
- Manitoba Labour
- Manitoba Métis Federation
- Manitoba Métis Federation Human Resources
- Manitoba Métis Federation, Winnipeg Region
- Manitoba Moose
- Manitoba Ozone Protection Industry Association (MOPIA)
- Manitoba Quality Network
- Manitoba Rolling Mills (MRM)
- Manitoba Teachers Society
- Manitoba Technology Initiative



- Manitoba Telecom Services
- Manitoba Tourism Education Council
- Manitoba Veterinary Medical Association
- Manitoba Wood Processing Industry
- Marymound School
- Mazda
- Manitoba Education Research Learning Information Network (MERLIN)
- Midas Muffler
- Miller Environmental
- Misericordia General Hospital
- Momentum Software
- Monarch Industries
- Monsanto
- National Council of Deans of Technology
- National Research Council, Institute for Biodiagnostics
- National Training Alliance
- NAV Canada
- Navistar International
- Neijiang Railway Machinery College, Neijiang, China
- New Flyer Industries
- North Alberta Institute of Technology (NAIT)
- Northern Telecom
- Northwest Technical College, East Grand Forks
- Norway House First Nation
- Open Learning Agency (Open University of British Columbia)
- Original Women's Network
- PACE Inc.
- Palliser Furniture
- Panasonic Canada Inc.
- Parks Canada
- Partners for Careers
- Partnership in Aboriginal Community Training (PACT)
- Peguis Child and Family Services
- Peguis First Nation
- Pembina Valley Language Education for Adults
- Pfizer Canada
- Philippine Association of Manitoba
- Project Management Institute
- Public Works Canada
- Rainbow Stage
- Rhineland School Division
- Rh Institute
- Riverbend Feed Mills
- River East School Division
- Riverview Health Centre
- Royal Bank
- St. Boniface College
- St. Boniface General Hospital
- St. Paul College Quezon City, Philippines
- St. Paul College Iloilo City, Philippines
- St. Paul University, Tuguegarao, Philippines
- St. Johns Ambulance
- Sagkeeng First Nation
- Sandy Bay First Nation
- Saskatchewan Cancer Foundation
- Saskatchewan Institute of Applied Science and Technology -Kelsey
- Schweitzer-Mauduit Canada
- Science Culture Canada
- Seine River School Division
- Seven Oaks General Hospital
- Seven Oaks School Division
- Shenyang Electric Power Institute, Shenyang, China
- Sichuan University of Science and Technology, Chengdu, China
- Siemens of Canada
- Silicon Graphics
- Skills Canada, Manitoba
- Snowmobilers Association of Manitoba
- Society for Technical Communication
- Society of Management Accountants of Manitoba
- Society of Manufacturing Engineers (SME)
- South Asia Partnership
- Southern Alberta Institute of Technology (SAIT)
- Southeast Resource Development Council
- Southland Electronics
- Standard Aero
- Standing Spirit Eagle Holistic Healing
- Stihl Limited
- Sturgeon Creek High School
- Sun Systems
- Suzuki
- 3M
- Take Pride Winnipeg
- Tec Voc High School
- Technology Educators Association of Manitoba
- Telemecanique Canada Ltd.



- Tom Powell Graphics
- Toyota Canada Inc.
- Transport Canada
- United Brotherhood of Carpenters and Joiners of America
- University of Calgary
- University of Manitoba
- University of Minnesota - Crookston
- University of Victoria
- University of Winnipeg
- University of Winnipeg Collegiate
- Unisource
- UNISYS
- Upjohn
- Urban Circle
- Vancouver Community College
- Valdie Seymour and Associates
- Victoria General Hospital
- Vita Health
- Vocational Industrial Teachers Association of Manitoba
- Volunteer Centre of Winnipeg
- Walter and Duncan Gordon Foundation
- West Region Child and Family Services
- Western Canadian Association for Student Teaching
- Westwood Plumbing and Heating
- Willmar Windows
- Winnipeg Aboriginal Centre, Inc.
- Winnipeg Art Gallery
- Winnipeg Blue Bombers
- Winnipeg Chamber of Commerce
- Winnipeg Development Agreement Partners
- Winnipeg Métis Management Centre
- (The) Winnipeg Foundation
- Winnipeg Goldeyes
- Winnipeg International Childrens' Festival
- Winnipeg Police Service
- Winnipeg Press Club
- Winnipeg Technical College
- Workers Compensation Board of Manitoba
- Workforce 2000
- World University Service Canada
- Wyeth-Ayerst Canada Ltd.
- Xerox
- Yamaha

Aboriginal Education

Red River College continued to improve programming and supports for Aboriginal (Metis, First Nation and Inuit) students and to improve services to Aboriginal communities.

- During 1999/2000 community based education initiatives were established with the following Aboriginal organizations:
  - Original Women's Network . . . . Business Skills Integrated
  - Four Feathers Inc. . . . . Adult 10
  - Aboriginal Human Resources Development . . . . . 5th Class Power Engineer
  - Kikinamawin Centre . . . . . Administrative Clerk
  - Manitoba Metis Federation . . . . Entrepreneurship Practicum
  - Urban Circle . . . . . Health Care Aide

- The College Preparation for Aboriginal Students program introduced the Weaver Learning System computer reading program to assist students in improving their reading skills.

- The faculty and students in the Aboriginal Languages program organized an Aboriginal Languages and Culture conference.

- Two new programs, Self-Government Administration and Integrated Science and Technologies were approved by the Council on Post-Secondary Education (COPSE) for development in 2000/2001 with delivery beginning in September 2001. The Self-Government program will prepare managers, administrators and policy analysts for Aboriginal Self-Government Administration and the Integrated Technologies programs will prepare Aboriginal learners to enter the final year of science and technology based diploma programs.

- The Early Childhood Education department continued to deliver ECE programming in the following first nations communities:
  - Little Black River with students from Brokenhead and Hollow Water
  - Little Grand Rapids
  - Berens River
  - Poplar River
  - Bloodvein

Faculty and Staff Achievement

- David Blicq, Instructor in the Chemical and Biosciences program, was the research mentor of Oak Park High School student Meghan Webb, whose research project "Anti-microbial Properties of Neutraceuticals," won the Manitoba high school biotechnology research exhibition program sponsored by Pasteur Merieux Connaught, the Biotechnology Human Resource Council and the National Research Council of Canada.

• Deb Blower, Prior Learning Assessment, co-presented a mini keynote session, "A Slice of the Iceberg: Cross Canada Study on PLAR," at the ACCC Conference in Whitehorse.

• Audrey Bonham, Chair of Academic Development Services, and Shelley Bates, LTC Program Officer, were invited to participate on the National Settlement and Accountability Working Group established by Citizenship and Immigration Canada.

• Daryl Brooks, Nursing Instructor, received her Master of Nursing from the University of Manitoba.

• Barb Dixon, the Student and Community Advisor - Diversity and Inclusive Initiatives, was named a Lifetime Mentor by the Creative Foundation.

• Robert Gialloreto, Director of Marketing and Public Relations, was awarded the Gold Medallion for Excellence in Advertising in Television (30 seconds) and the Bronze Medallion for Advertising in Radio (60 seconds) by the National Council for Marketing and Public Relations in Lincoln, Nebraska.

• Jeff Gill was selected one of the five top chefs in Winnipeg by Where Magazine.

• Elaine Grant, RRC Web Master, and Cindee Laverge, an Instructor in Teacher Education, presented "Changing the Way It has Always Been Done: Classroom Meets Web" at the League for Innovation's conference on Information Technology in Chicago.

• Deborah Gural, Psychology Instructor in the Nursing Department, received her Ph.D. in Psychology from the University of Manitoba.

• Tom Harrigan, Psychology Instructor in the Nursing Department, received his Ph. D. in Psychology from the University of Manitoba.

• Aaron Koodoo, Chair of the Construction Department, published an article, "Survey of Manitoba Wood Processing Industries," in the Journal of Inter-University Lifelong Learning Research Institute.

• George Kurowski of Construction Trades Department was elected President of the Manitoba Chapters of the Refrigeration Engineers Society and the American Society of Refrigeration and Air Conditioning Engineers.

• Keith Lemkey, a Landscape Instructor, published an article "Extending your Lifestyle from the Inside Out," in Profiles.

• Cheryl Martens, Developmental Services Worker Instructor, received a Master of Education from the University of Manitoba.

• Liz Polakoff, Nursing Instructor, received her Master of Nursing from the University of Manitoba.

• Lee Shirtliffe, Instrumentation Technology Instructor, was selected to receive the international Donald P. Eckman Education Award for outstanding life-long contributions towards education and training in science, engineering and technology of instrumentation.

• Dale Stadnyk, Early Childhood Education Instructor, completed the Bachelor of Developmental Studies program at the University of Winnipeg.

• J. J. Strybosch, Computer Analyst/Programmer Instructor, and Peter Komarnicki, Chair of Accounting and Computer Education, presented RRC's Laptop Initiative at Microsoft's Canadian Higher Education Tech Summit in Redmond, Washington.

• Deb Taillefer, an Instructor in the Developmental Services Worker program, was accepted into the University of Calgary M. Ed. program without an undergraduate degree, through a prior learning assessment process.

• Jason Taylor, Anatomy and Physiology Instructor in the Nursing Department, received his M.Sc. in Anatomy from the University of Manitoba.

• Duncan Thornton, a Creative Communications Instructor, published his first novel, Kalifax.

• Veryl Tipliski, Nursing Instructor, was awarded the Hanna General scholarship from Associated Medical Services, Inc. and the 1999 Canadian Association for the History of Nursing Scholarship for her Ph.D. research work.

• Karen Wall, Chair of Nursing, was awarded the Manitoba Nursing Research Institute/Faculty of Nursing Qualitative Thesis of the Year Award.

• Ken Webb, Vice President Academic, co-presented a paper, "Trend Tracking and Environmental Scanning in Strategic Planning," at the ACCC Annual Conference in Whitehorse.

• Joanne Wirtanen, Nursing Instructor, was awarded a Masters Degree in Marital and Family Therapy from the University of Winnipeg. •

Student success

The focus of Red River College is student success. The learning and support environments of the College are directed at enhancing the achievements of students. Students require well-qualified, professional faculty, a respectful and healthy atmosphere and strong student services. RRC is committed to providing a dynamic and supportive learning environment where all students can flourish and achieve their academic goals. The College is also dedicated to researching the factors that affect student success and implementing improvements to increase student accomplishment.

Student Success Roundtable

During 1999/2000 RRC initiated an ongoing Student Success Roundtable. The purpose of the roundtable is to provide a forum for the initiation, discussion and sharing of strategies to improve student achievement. The roundtable includes faculty and support staff representatives, who meet routinely to assess current initiatives, review research and suggest innovations. Initial discussions focused on student retention, the need for career clarification and survival skills, and student orientations.

Advising, Information and Orientation

Student success is contingent on many factors. These include appropriate and timely advising, information and orientation to College programs and career choices. To assist students, all academic departments are committed to offering public information sessions to potential applicants, to developing departmental orientation and program guides and to developing advising services for students.

• In 1999/2000, The Civil/CAD Technology Program introduced an initiative to improve student success. The plan included: instructor/student advisor program for first year students, orientation sessions, CD outlining program information, student tutors to assist first year students and entrance scholarships.

Prior Learning Assessment and Recognition

Prior Learning Assessment (PLAR) is a process of identifying, assessing and recognizing what a person knows and can do in relation to college programs. Since 1980, the College has implemented PLA processes for students to measure and grant credit for prior learning

The focus of Red River College is student success.

gained from work and life experience and formal education for college credit equivalency. The college PLAR Strategic Plan (1999/2004) provides the outcomes, actions and strategies for the integration, implementation and expansion of PLAR at RRC.

In 1999/2000 the College:

• Participated in the national research project - "Benchmarks for the Canadian PLAR Practitioner" (May 2000) with the Canadian Association for Prior Learning Assessment (CAPLA).

• Partnered with the Manitoba Tourism Education Council (MTEC) and Assiniboine Community College in the development of a PLAR process for the Hotel and Restaurant Administration Diploma Program for experienced workers in the hospitality industry.

• Implemented Professional Portfolio workshop series for graduating students in specific college programs.

• Shared the learning from RRC PLAR practices and PLAR research studies at various forums, including national conferences.

Language Training Centre

The Language Training Centre (LTC) offers basic and advanced level programming to develop the practical speaking, listening, reading and writing skills of students. A variety of English for Specific Purposes programs are provided to permanent residents of Canada and to international students. Highlights for 1999/2000 included:

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• Through funding from Manitoba Labour's Adult Language Training Branch, the LTC continued its project to determine the language requirements and appropriate entry levels for English Second Language speakers to be successful in specific Red River College career programs.

• The LTC developed and delivered three new programs: English for Technical Purposes, Academic English Preparation for University and College Entry and the English for Commercial Drivers programs during the 1999-00 academic year.

• The LTC negotiated with Manitoba Labour to support the development and delivery of a part-time English for Nursing Purposes program that was designed to develop the language skills and awareness of nursing in Canada for individuals who were Registered Nurses in their countries of origin and who wish to enter the profession in Manitoba.

Academic Development Services

The Academic Development Services (ADS) department delivers academic preparation programs, administers the peer and staff tutorial services for the entire College and provides programming options for those students who desire a sampling of College courses from a variety of programs through the General Studies program. In addition to its regular range of programming in 1999-00, ADS:

• Delivered the new Introduction to Business program for the first time. This program offers students the opportunity to further develop their academic preparation skills while at the same time gaining advance credits in the first term of a variety of business and applied arts and science programs at RRC.

• Received funding from Manitoba Education and Training for the development of technical skills of students enrolled in academic preparation programs at the College. Software was installed into the department's renovated reading lab to allow preparatory students to practice, remediate and further develop their information technology and academic preparation skills.

Student Services - Championing Student Success

During 1999-00, the Student Services Division initiated a strategic planning process to redefine and clarify its role within the College. This included developing a set of value statements, a vision and mission, and objectives, strategies and actions:

• Student Services at RRC is student centred and its role is defined by the needs of students. This is the core value of Student Services.

• The redeveloped vision is to champion all students to new levels of intellectual and personal achievement.

• The mission is to advance students' success by providing fair, equitable and effective services to optimize their college experience.

Certificate in Adult Education

College faculty members are hired for their expertise in an occupational field. To help them develop strong teaching skills, all permanent faculty are required to obtain a Certificate in Adult Education (CAE). The CAE program is a post-secondary certificate program in adult education that is delivered through Manitoba's colleges. The program is continually reviewed and revised with new courses being developed to reflect new initiatives in the colleges and in adult education. Manitoba is one of only a few provinces to require college faculty to have post-secondary training in the development and delivery of training for adult students.

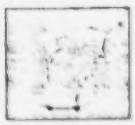
Learning Outcomes

Learning outcomes are statements that describe what students will know and be able to do at the completion of their program.

Learning outcomes make curriculum goals clear and transparent to all stakeholders. Learning outcomes facilitate opportunities for development of alternative program and course delivery, flexible assessment for PLAR and clear articulation with educational partners such as high schools, other post-secondary educational institutions, apprenticeship boards and accreditation boards.

• The year witnessed extensive activities including workshops, presentations and learning sessions on the College's movement to Learning Outcomes based programming.

• Through the leadership of the Program and Curriculum Development Department, RRC implemented a project to define College wide learning outcomes which are statements describing the generic skills and abilities that all graduates will have upon completion of their studies. This resulted in RRC adopting the Conference Board of Canada's Employability skills as required learning outcomes.



Educational Support Services

The Educational Support Centre provides a comprehensive array of student support services in a single Centre:

- American Sign Language - English Interpretation Services
- Employment Services
- Academic, personal, financial and career counseling
- Assessment Services
- Student Advocacy
- Accommodations for students with disabilities and students for whom English is a second language

Student and Graduate Achievement:

The talents of Red River College students were again recognized for their achievments at the College and in competitions and projects across the country and around the world:

• Janelle C. Hildebrand, a Child and Youth graduate, was awarded a Lieutenant-Governors Medal.

• Ronan E. Capina, a Computer Engineering Technology graduate, was awarded a Lieutenant-Governor's Medal.

• Nancy Ann Hladki, a Business Administration graduate, was awarded a Lieutenant-Governor's medal.

• Christine Ruth Ens, a Commerce/Industry Sales and Marketing graduate, was awarded a Lieutenant-Governor's Medal.

• Gold medal winners at the 2000 graduation were: Susan A. Anderson, Aboriginal Interpreter; Deborah Lehmann, Administrative Assistant; Dianna E. Rasing, American Sign Language/English Interpreter; Tara S.M. Serrette, Animal Health Technology; Glenn Augustin, Automotive Technician; Kristine Terri-Ann Lussier, Business Administration; Julie Schwartz, Chemical and Biosciences Technology; Janelle Hildebrand, Child and Youth Care; Tim Jon Szajewski, Civil Technology (Municipal); Laura Marie Piwowar, Computer Analyst/Programmer; Candice T. Knol, Creative Communications; Rebecca L. London, Culinary Arts; Melisa Sylvia Koch, Developmental Services Worker; Susan L. Riehl, Early Childhood Education; Ronan E. Capina, Electronic Engineering Technology (Computer); Richard McKinley, Greenspace Management; Romy-Leigh McMaster, Health Information Technology; Adam J. Ross, Heavy Duty Equipment Technician; Marcie Tooth, Hotel and Restaurant Administration; Nicholas James Poitras, Mechanical Engineering Technology; Gary R. Desrochers, Teacher Education (Vocational Industrial).

• Christine Penner, graduate from the Magnetic Resonance Imaging/Spectroscopy Program, received the highest marks in the Canadian Association of Medical Technologists' national certification examinations.

• Lynette D'anna, a Creative Communications graduate, launched her first novel, Fool's Bells.

• Randy Gunnick, a Cabinet Making student, won a gold medal at the Canada Skills Competition.

• Henry Heinrichs, a Plumbing student, won a bronze medal at the Canada Skills Competition.

• Civil Technology students placed second in the 27th annual Great Northern Concrete Toboggan Race. There were thirteen universities and four colleges entered in the North American event.

• John Lu, a Creative Communications graduate, won a scholarship and internship at TSN leading to employment as the first Asian sports anchor at TSN.

• Sonja Werman, an Advanced Advertising Arts student, won the national phase of the Olympic Art and Sport Contest 2000, with her work on display at the Olympic Museum in Lausanne, Switzerland. Ms. Werman also took top honours in the student category at the Signature Awards in spring 2000.

• Pablo Hidalgo, a Creative Communications graduate, works with Lucasfilms in San Francisco, California, USA.

• Kim Corneillie, a Creative Communications student, launched Manitoba's first student-run television station, RRC-TV.

• Creative Communications staff and recent graduates provided game day production of all JumboTron related activities at Winnipeg Stadium for the Winnipeg Blue Bombers, and at the Winnipeg Arena for the Manitoba Moose. •

New directions

Red River College has a tradition of success and innovation. This is due to the ability of faculty and staff to learn and initiate improvements. Essential to this success is planning and cultivating a learning organization. The College has a farsighted, comprehensive and practical Strategic Plan that articulates the major goals:

• Quality: a commitment to high standards, support and performance measurement for academic programming to ensure student success.

• Growth: a plan to increase college participation through responsive and innovative programs linked to learning and employment outcomes, delivered in multiple modes to facilitate access, anywhere, anytime, anyplace.

• Learning and Respectful Environment: an agenda to provide a healthy workplace and learning space conducive to individual and community achievements.

• Infrastructure: a plan to develop and improve the facilities, equipment, systems and technology that supports the learning process.

• Financial Strength: a focus on ensuring the financial strength through revenue generation and prudent expenditure management.

• Community: a dedication to the economic, cultural and social progress of Manitoba within its diverse multicultural and Aboriginal heritage.

In the years ahead, Red River College will continue to expand with an emphasis on the needs of the learner and will continue to strengthen the prosperity of Manitoba in the emerging new knowledge-based economy.

Strategic Planning and Research

RRC has a rolling five-year Strategic Plan, which is reviewed annually to ensure continuing relevancy. It is the fundamental basis for

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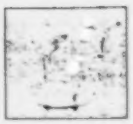


decision making and sets the framework for all efforts at all levels of the institution.

The College's strategic plan is designed to:

- identify and respond to the key trends that will have the greatest impact on the College over the next five years;
- express the vision, mission and goals;
- articulate College-wide objectives and strategies to achieve the vision, mission, and commitment, and
- facilitate divisional and departmental operational plans, actions, evaluation and accountability.

The strategic planning process has a strong future focus. The College will continue to increase analytic inputs in balance with increased consultations. The goal is to ensure that every step in the process is linked together to ensure a continuous flow of knowledge about external forces, combined with internal knowledge to craft strategies that will help achieve the College's desired future.

The true long term measure of success will be in the development of strategic planning at all levels of the College, for one of the key objectives articulated in the plan is to integrate strategic thinking throughout the organization.

Preparing Students for the New Economy

Colleges are essential for the post-secondary education and training required by the emerging new knowledge-based economy. It quickly and radically changes the way we think, work and live. RRC must prepare learners for the workplace of tomorrow to help Manitoba prosper. This means preparing learners for continuous learning. It means preparing students for jobs that do not exist today; it means being responsive and innovative. RRC will lead the way in human resource development in Manitoba in partnership with business and industry, government, labour, students and the local community.

In the years ahead, RRC will be a model comprehensive college in Canada with an increasing emphasis on New Economy education and training. The College will be the cornerstone for a renewed and redeveloped college system in Manitoba. Through its influence in changing the culture and perception of applied education, RRC will influence the change to colleges as a first choice.

In addition, RRC will continue to play a lead role in human resource development for Foundation Economy requirements. The College has a rich legacy of success in providing apprenticeship training. These are essential for supporting growth in a large section of the Manitoba economy, such as construction, natural resources and manufacturing.

College Expansion Initiative

The provincial government has committed to expand the capacity of the Manitoba college system, which is currently one of the smallest in Canada. The College Expansion Initiative will support a significant increase in college programs and provide for increased post-secondary education opportunities for all Manitobans. This commitment to expansion provides the occasion for continuing innovation, renewal and transformation at Red River College.

RRC will develop and implement an expansion strategy based on the imperative to increase college education enrolments linked to the needs of the people, communities and economy of the province. The College will expand current programs, develop new programs that are aligned with key strategic sectors, and expand alternative delivery methods to become more efficient and effective.

RRC will continue to play the lead role in developing and improving the Manitoba College System and the provincial economy. A dynamic post-secondary institution not only supports the economy but also helps define it.

Future Programming

The future programming focus of Red River College will be in nine key strategic sectors.

- Information and Communication Technology
- Transportation, Logistics and Manufacturing
- Aviation and Aerospace
- Infrastructure Technologies
- Media and Digital Entertainment
- Aboriginal Education
- Knowledge Development
- Commerce
- Wellness

Along with agriculture, natural resources and energy, these sectors are fundamental to prosperous economic development in Manito-

ba. They will be the core of future strategic programming at RRC. The College Expansion Initiative will support unprecedented expansion and renewal of college applied education and training in the province. In each of these sectors, key programs will be developed and delivered.

In the first year of the expansion, 2000-01, the following new and expanded programming will occur:

- Aboriginal Nursing (ACCESS) Program
- Aerospace (Composite Manufacturing Technician)
- Automotive Technician
- CISCO - CCNP
- Collision Refinishing
- Diploma Nursing (Accelerated)
- Distance Education Phase I (Expanding RRC's distance education infrastructure, capability and program delivery activity.)
- Early Childhood Education Workplace Model
- Family Support Worker
- Health Care Aide
- Heath Care Aide - Regional Campuses

New Downtown Princess Street Campus

With the generous support of the Manitoba Government, RRC will plan and develop a new downtown campus on Princess Street in the heart of Winnipeg in the Exchange District. This new campus will:

- House the College's information technology and new media programs;

- Provide college accessibility to learners residing in all areas of the City and allow closer connections with the Aboriginal community;

- Provide a convenient location for delivery of training to the relevant local businesses and organizations;

- Bring over 2000 students plus staff to the downtown area during the day and up to 500 people in the evenings and on Saturdays;

- Preserve the Princess Street heritage in the National Historic Exchange District;

- Provide a new, high profile, high-tech flagship campus in downtown Winnipeg. The synergy between the college's leading applied education and training programs and the ICT, media and creative arts companies clustered nearby will be the catalyst for growth and development in this area.

Infrastructure

The growth in programs and enrolments and the accelerating rate of change in technology will require continuous improvements in RRC's facility and technological infrastructure beyond the new Princess Street Campus.

- The Heavy Equipment Transportation Centre will be located at 1616 King Edward St., across from the Notre Dame campus.

- With growing demand outside of Winnipeg, the Regional Campuses will expand program offerings.

- Technological infrastructure will be expanded.

- RRC Technology Plan will guide the development and improvement of: Educational Technology, Student Services and Management Systems, Distributed Delivery, Infrastructure, Technical Support, and Curriculum and Faculty Support.

- E-business and e-commerce will develop so the College can provide improved customer service and relate more efficiently with suppliers.

- E-learning will grow as the College expands its distributed learning capability.

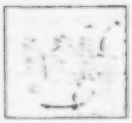
- The Millennium Park will arise around the main campus providing a vibrant and inviting environmental space for students, staff and the surrounding community.

Aboriginal People

Post-secondary education in the 21st century is increasingly important to Aboriginal people who are taking advantage of equal access opportunities to enter advanced education and training. RRC is a leader in providing programs to assist Aboriginal learners to access and complete post-secondary studies.

- Building on our success in preparatory and community-based programming, RRC will develop key career and technical programs to meet the needs of Aboriginal learners and to strengthen Aboriginal communities.

- Aboriginal people will access equal educational opportunities through new initiatives, Aboriginal partnerships and community-based programs.



A Healthy Workplace

RRC is committed to providing a healthy workplace and is always looking for practical ways to improve. The College will undertake a well-being in the workplace through healthy organizations project coordinated by the Canadian Mental Health Association - Manitoba Division (CMHA) and partly funded by The Winnipeg Foundation.

The primary goal of the project is to improve the organizational health and effectiveness of the College.

- In the first stages of the project, all current Red River College employees will be surveyed about various aspects of the work environment.

- Information will also be collected on human resource policies and practices that help to create a "healthy" work environment.

- A Steering Committee will develop practical recommendations for work environment improvement initiatives and will monitor the effectiveness of implementing those initiatives.

- After a period of approximately one-year, the survey process would be conducted again to note changes in perceptions, behaviours and the College's policies and practices.

Applied Research

Applied research is a key element in the mandate of Red River College (RRC) and fundamental to its academic processes and its support of Manitoba enterprises. For many years RRC has carried out applied research projects for Manitoba business as well as projects arising from internal research and development needs.

Five major areas have emerged at RRC based on the industry demand for applied research and research training services. These include 1. Sustainable infrastructure technology; 2. Manufacturing design technology; 3. Health technology; 4. Human care services, and 5. Education technology.

- RRC will pursue funding for a redefined Centre for Applied Research in Sustainable Infrastructure.

- RRC will pursue eligibility for research funding from the National Science and Engineering Research Council.

- Research policies and protocols will be developed to provide a framework for applied research activities.

- Small research projects will be undertaken to develop the College's applied research capability.

- Partnerships will be developed with the Universities of Manitoba and Winnipeg and with Western Diversification to help develop the applied research capability. •

Academic programs

Aboriginal and Teacher Education

Dean Mary Courchene, Room F116, Phone 632-2534, Email mcourche@rrc.mb.ca

This division offers a number of strategic programs and services designed to assist students from various backgrounds to be successful in all areas of the College. An important focus has been cooperative work with the Aboriginal community.

The division includes two academic departments: Aboriginal Education and Program Development, and Teacher Education, as well as the ACCESS programs and the Aboriginal Resource/Student Centre.

The division also partners with organizations and agencies in providing community-based education programs.

David Boulanger added a traditional element to the June 2000 Graduation Ceremonies.

ACCESS Programs

The College Access Program is designed to provide admission to various College programs for low-income individuals who have not had the opportunity because of social, economic or cultural factors, formal education, or geographical location (inaccessibility to post-secondary institutions).

The Southern Nursing program is designed to provide admission to the joint University of Manitoba/RRC Bachelor of Nursing and the Diploma Nursing Accelerated program for low-income students who would not otherwise have the opportunity because of social, economic and cultural factors, or lack of formal education. The program is three to five years in length including a year of College Preparation for Nursing. Priority is given to Aboriginal people, single parents and immigrants.

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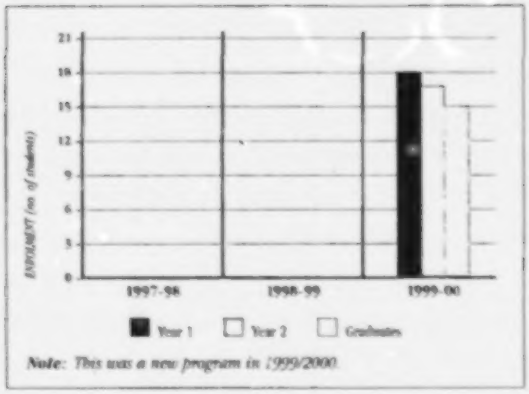
Aboriginal Interpreter

Two-year diploma program

This program trains fluent Algonquian speakers (Cree, Ojibwe, Oji-Cree and Michif) in translating and interpreting in a variety of settings. The initial focus will be in the legal and medical areas which require both Algonquian and English interpretive skills. Graduates find employment as interpreters in the court and medical system as well as with Aboriginal organizations and agencies and government agencies.

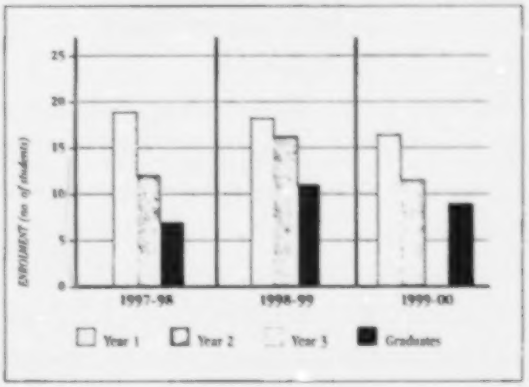


***Note:** This was a new program in 1999/2000.*

Business Teacher Education

Five-year Bachelor of Education degree presented jointly by RRC and the University of Winnipeg

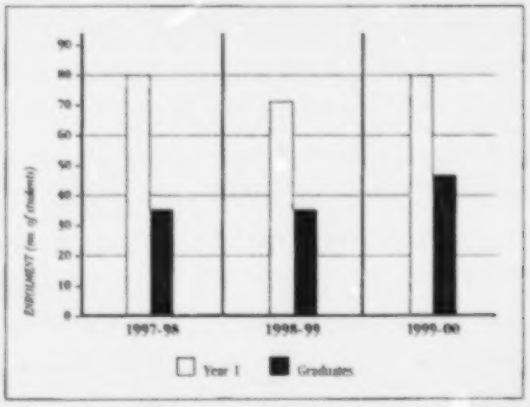
The Business Teacher Education program develops knowledge and skills in general business, accounting, marketing and secretarial; including technical skills in computer applications, word processing and computer accounting; and teaching methodology in business. Successful completion of the five-year program results in a Bachelor of Arts degree and a Bachelor of Education degree from the University of Winnipeg, as well as a diploma in Business Teacher Education from RRC. Graduates will be eligible for a Permanent Professional Teaching Certificate from Manitoba Education and Training which would allow them to teach in the secondary schools in Manitoba. The four-year joint (RRC/University of Manitoba) Business Teacher Education program ends in the 2000/2001 Academic year.



College Preparation for Aboriginal Students

One-year certificate program

The purpose of this program is to assist Aboriginal students in the development of mathematics, science, communications and professional skills. The program is designed to prepare students to take further training at the College and/or broaden employment opportunities.



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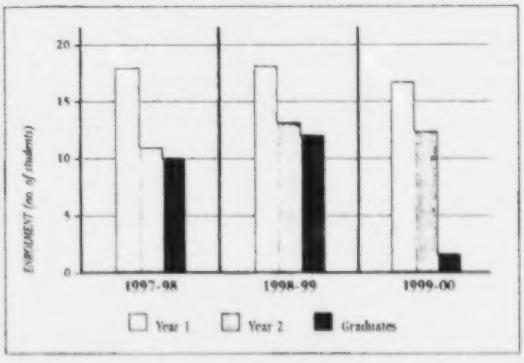
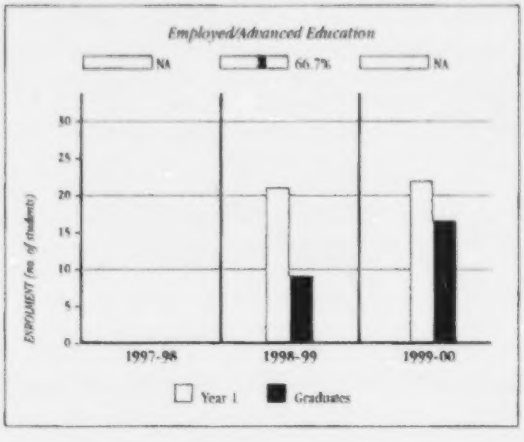


Industrial Arts Teacher Education

Five-year Bachelor of Education degree presented jointly by RRC and the University of Winnipeg

This program develops knowledge and skills in manufacturing, power and energy, graphic communications and construction; including computer applications, and teaching methodology in industrial arts and technology education. Successful completing of the five-year program results in a Bachelor of Arts degree and a Bachelor of Education degree from the University of Winnipeg, and a diploma in Industrial Arts Teacher Education from RRC. Graduates will be eligible for a Permanent Professional Teaching Certificate from Manitoba Teacher Education and Training which would allow them to teach in the secondary schools in Manitoba. The four-year joint (RRC/University of Manitoba) Business Teacher Education program will end in the 2000/2001 academic year.



Microcomputer Applications

One-year certificate program

This program provides Aboriginal students with training in a number of computer software applications, accounting and communication skills for use in businesses and organizations. Depending upon individual interest and ability, students who complete the program will be able to work in a wide range of positions with businesses and organizations from clerical to administrative functions.

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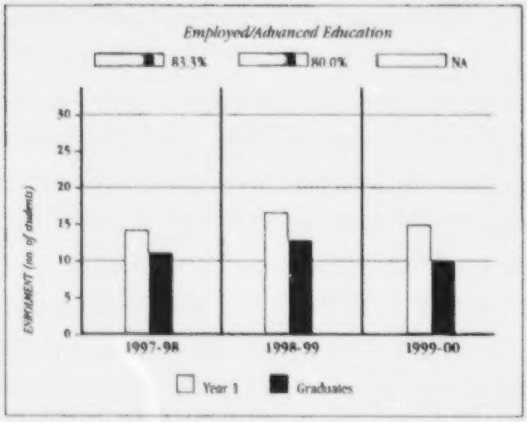
Vocational Industrial Teacher Education

One-year accelerated diploma program

This program provides the knowledge and skills required for certification by Manitoba Education and Training. Graduates are eligible for a Permanent Special Vocational Industrial Teaching Certificate from Manitoba Education and Training which would allow them to teach in their vocational area in the secondary schools in Manitoba. Graduates are also granted credit for the first two years of the four-year Bachelor of Education program at the University of Winnipeg. Graduates find employment in teaching positions in high schools offering vocational industrial programs and in community colleges.



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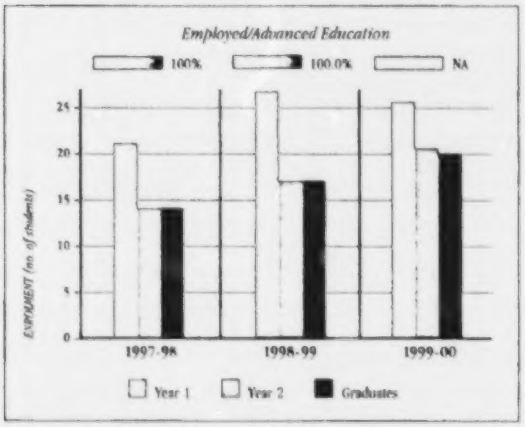
Applied Sciences

Dean Barry Garbutt, Room A135, Phone 632-2215, Email bgarbutt@rrc.mb.ca

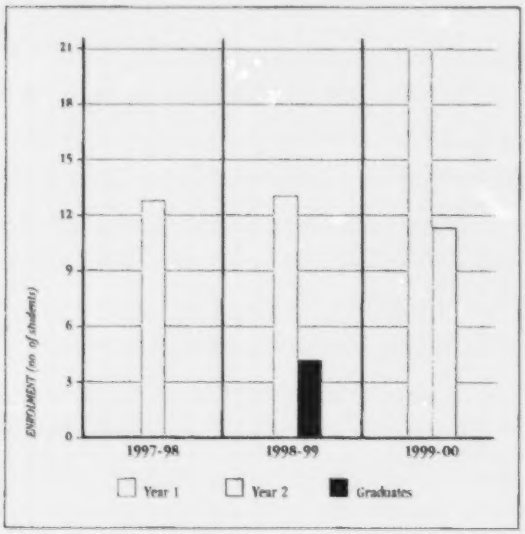
This division consists of four departments: Community Services; Electrical/Electronic Engineering Technology; Health and Applied Sciences; and Nursing. These departments provide training in joint baccalaureate, advanced diploma, apprenticeship, diploma and certificate programs. As well, the division is involved in a number of human and health service partnerships with other agencies. The Manitoba Water and Wastewater School is also delivered through this division.



Animal Health Technology

Two-year diploma program

This program trains students to develop the knowledge and skills required to be a member of the animal health care team. Graduates find employment in private veterinary practices, farm production units, research laboratories and with zoological collections and the federal or provincial governments.



Applied Biology

Joint four-year degree program offered in partnership with the University of Winnipeg

This program has been developed to address the needs of the health-based industries of Manitoba. Biotechnology is the area of emphasis. Students may begin the program at either RRC or the University of Winnipeg, but must apply at the University first and meet the entrance requirements.

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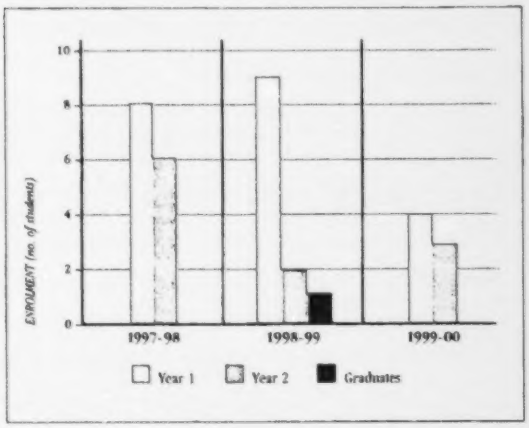
Applied Chemistry

Joint four-year degree program offered in partnership with the University of Winnipeg

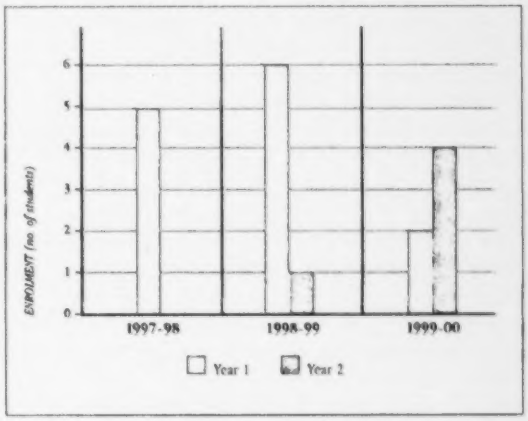
This program was developed to meet the requirements of both the four-year Chemistry major at the University of Winnipeg and the two-year Chemical and Biosciences Technology program at the College. Students successfully completing the entire program will qualify for both a Bachelor of Science degree from the University of Winnipeg and a Chemical and Biosciences Technology diploma from RRC.



Applied Environmental Studies

Joint four-year degree program offered in partnership with the University of Winnipeg

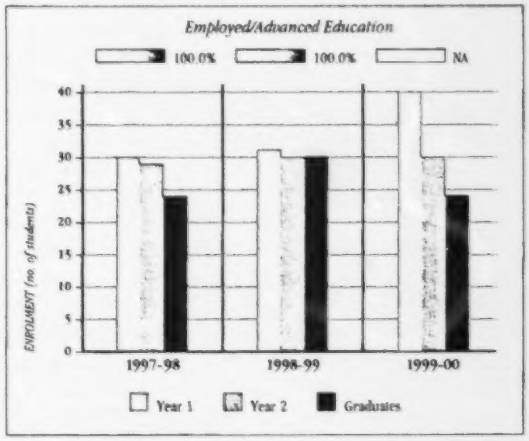
Applied Environmental Studies is a joint degree program with the University of Winnipeg. It is designed to address the human resource needs of the environment-based industries of Manitoba. Ecology and sustainability are the two areas of emphasis.



Chemical and Biosciences Technology

Two-year diploma program

On completion of this program, students will have the knowledge and skills required to work as technologists in the chemical field. Graduates find employment as technologists in the following areas: analytical analysis, research chemistry, quality assurance and biotechnology such as molecular biology and recombinant DNA technology.



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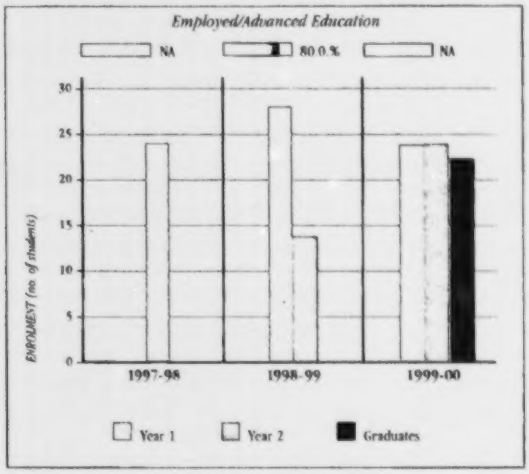
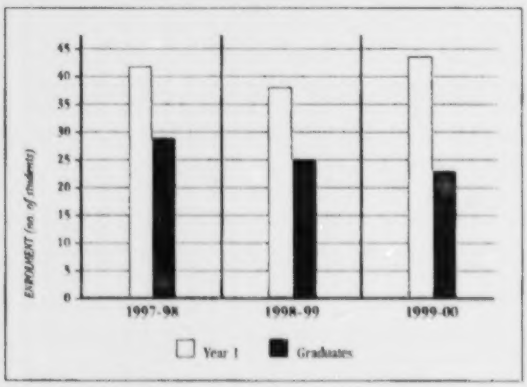


Child and Youth Care

Two-year diploma program

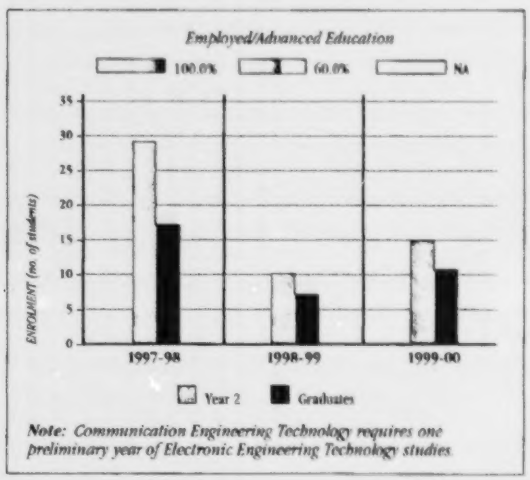
This program trains practitioners to help children, youth and their families develop their strengths and skills to identify and resolve concerns that occur in their lives. Child and Youth Care practitioners work in a wide range of settings with children and youth experiencing behavioural and/or emotional difficulties. The need for child, youth and family support expands in response to the multiplicity of social and economic issues affecting communities.



College Preparation for Nursing

One-year certificate program

This program gives students the academic skills needed to enter the Nursing – Joint Baccalaureate program.



Note: *Communication Engineering Technology requires one preliminary year of Electronic Engineering Technology studies.*

Communication Engineering Technology

Two-year diploma program

Students learn to specify, configure, implement, test, troubleshoot, and repair communication systems. Due to the increasing presence of communication systems in modern industry and commerce, graduates are expected to find employment with a wide variety of companies in communications systems technical support, technical sales, servicing and research and development.

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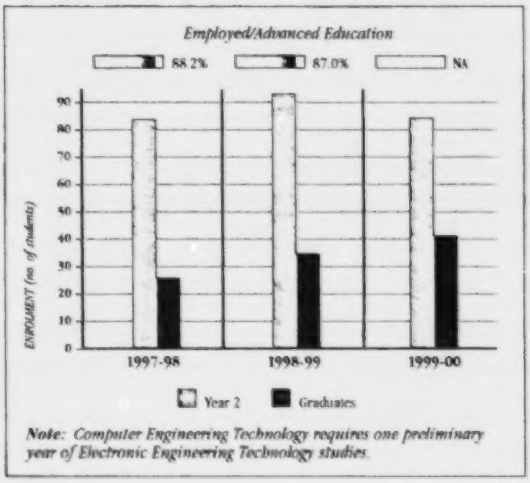
Computer Engineering Technology

Two-year diploma program

This program develops a broad general background in electronics with specialty training in computer hardware and software, including troubleshooting, maintenance and servicing. Graduates find employment in almost every aspect of industry: in research and development, installation, testing and maintenance, design and marketing.

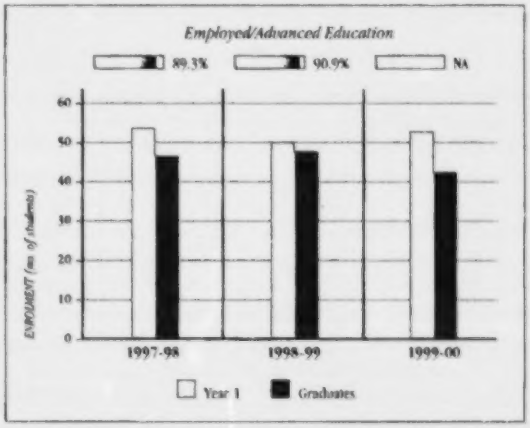


Note: Computer Engineering Technology requires one preliminary year of Electronic Engineering Technology studies.

Dental Assisting – Level 2

One-year certificate program

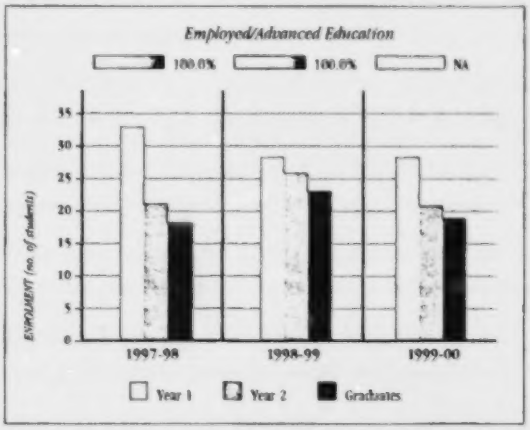
This program develops the skills required to assist the dental operator in all dental procedures, mixing materials and preparation of instruments, operatories and patients. Graduates find employment in private dental offices, large clinics and in government public health programs.



Developmental Services Worker

Two-year diploma program

This program provides the knowledge and skills required to provide quality assistance to people with an intellectual disability living in the community. Positions may be found in community residential settings, employment-related programs, and developmental and educational services.



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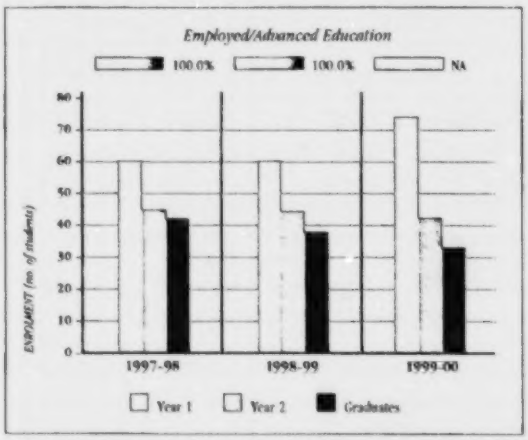
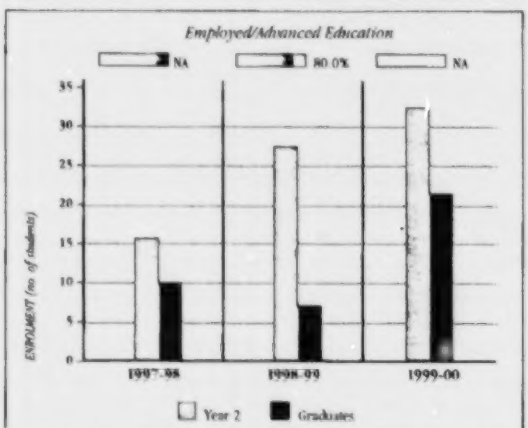


Early Childhood Education

Two-year diploma program

The purpose of this program is to equip students with the knowledge and skills required to provide quality child care in the community. Graduates find employment working with young children in a variety of child care centres.

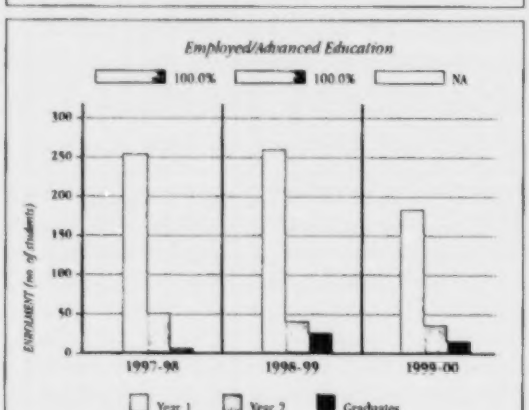


Note: *Electrical Engineering Technology requires one preliminary year of Electronic Engineering Technology studies.*

Electrical Engineering Technology

Two-year diploma program

This program trains students to design, construct, troubleshoot and maintain a wide variety of electrical power systems. Graduates find employment at the engineering technologist level in electrical utility systems, consulting engineering, electrical manufacturing, electrical contracting, manufacturing and government agencies.



Note: *The Electronic Engineering Technology program group consists of Communication, Computer, Electrical, Electronic, and Instrumentation Engineering Technology. Students who successfully complete the first year of studies in Electronic Engineering Technology may remain in their program or transfer into one of the other four programs in Year 2.*

Electronic Engineering Technology

Two-year diploma program

This program develops the knowledge and skills required to test, repair and develop a wide variety of electronic systems and equipment. Graduates find employment in a broad range of electronics-related occupations: in research and development; assisting in project development; in technical sales, selling and servicing electronic equipment; and in design and quality control.

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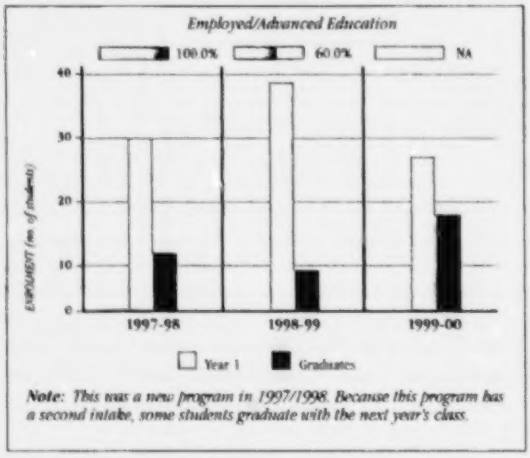
Electronic Technician

One-year certificate program

This program provides computer skills and training in the electronic and communication services fields. Students learn to install and troubleshoot computer networks including category 5 and fibre optic cabling networks. Graduates find work installing and servicing electronic devices, in automated factories, in medical electronics and computer services with public utilities.

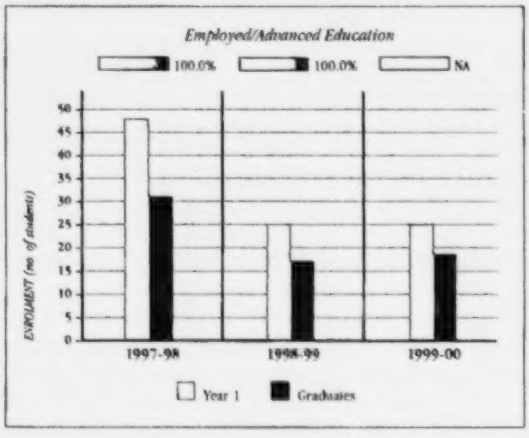


Note: *This was a new program in 1997/1998. Because this program has a second intake, some students graduate with the next year's class.*

Health Care Aide/Unit Clerk

Nine-month certificate program

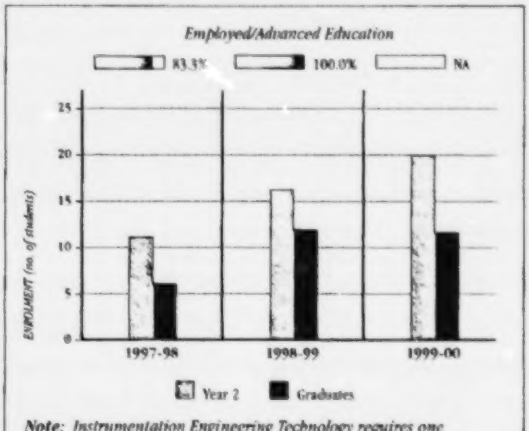
This program is designed to prepare a health care worker who, under the supervision of a nurse, assists clients with meeting physical, emotional and social needs. Students develop the knowledge and skills required to function as a unit clerk in a health facility. Graduates may find employment in acute care hospitals, extended or long-term care hospitals, personal care homes and community or home health care agencies.



Instrumentation Engineering Technology

Two-year diploma program

Students learn to design, construct, troubleshoot and maintain a wide variety of control systems. Graduates have found employment as instrument mechanics, working with tools; as instrument technologists in engineering offices; as junior designers; and as technical sales people. Some graduates have moved into management positions.



Note: *Instrumentation Engineering Technology requires one preliminary year of Electronic Engineering Technology studies.*

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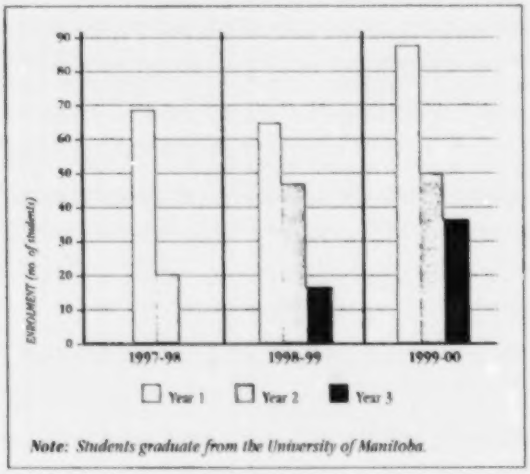
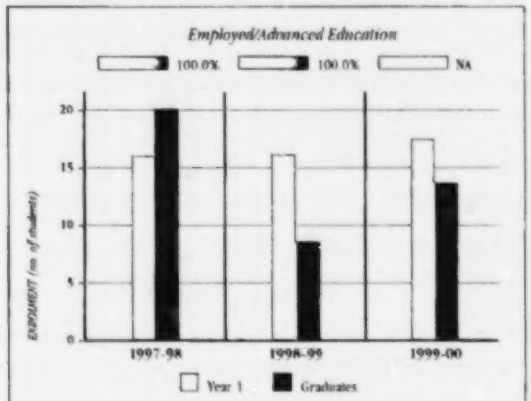


***Note:** Students graduate from the University of Manitoba.*

Joint Baccalaureate Nursing

Four-year degree program offered in partnership with the University of Manitoba

Students take three years at RRC and transfer to the U of M for their final year. Graduates receive a Bachelor of Nursing degree from the U of M, and are eligible to write exams to become members of the Manitoba Association of Registered Nurses and use the designation "Registered Nurse." Registered nurses focus on promoting health and preventing illness, and caring for those already ill. They provide services to individuals, families and communities in institutions, clinics, private homes and a variety of other community settings.

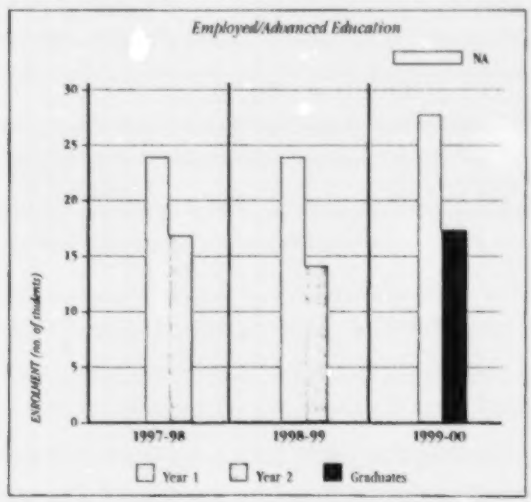


***Note:** Because this program has a second intake in March, some students graduate with the next year's class.*

Magnetic Resonance Imaging and Spectroscopy

Nine-month advanced diploma

This advanced program teaches proficiency in producing high-quality images and optimal utilization of MRI equipment. Students prepare to write the National Certification examinations.



Medical Radiologic Technology

Two-year diploma program

The purpose of this program is to develop proficiency in the management of patients and the safe operation of x-ray equipment. Graduates find employment in hospitals and medical clinics. Some are working in related teaching and research, while others are employed as technical advisors or representatives for x-ray equipment and supply manufacturers. Graduates may choose to further their training in magnetic resonance imaging and ultrasound programs.

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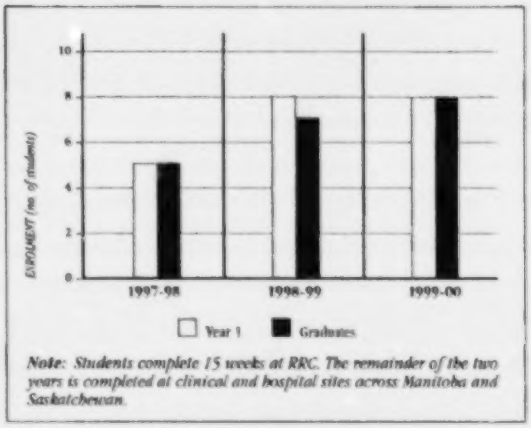
Radiation Therapy

Two years

This program develops the knowledge and skills required to work in the treatment of cancer by use of ionizing radiation. Graduates find employment in cancer treatment centres in Manitoba and across Canada.

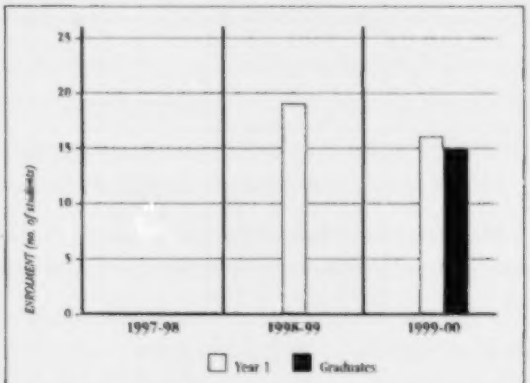


***Note:** Students complete 15 weeks at RRC. The remainder of the two years is completed at clinical and hospital sites across Manitoba and Saskatchewan.*

Rehabilitation Assistant

One-year certificate program

The Rehabilitation Assistant Program provides students with the knowledge and skills necessary to provide a safe and competent standard of rehabilitation care to clients and their families experiencing health needs. This is a joint program with the Winnipeg Technical College.



***Note:** This was a new program in 1998/1999. The 1999/2000 graduates are from the class of 1998/1999.*

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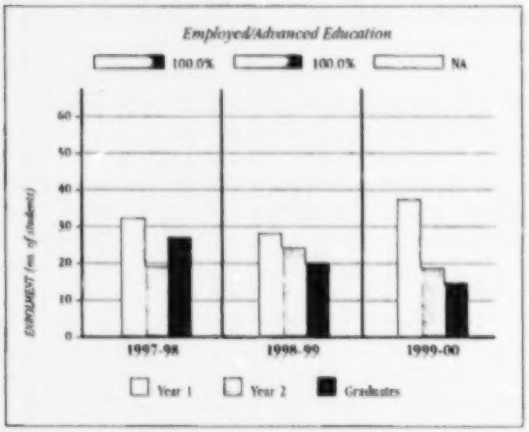
Business and Applied Arts

Dean Dave Williamson, Room D101, Phone 632-2286, Email dwilliam@rrc.mb.ca

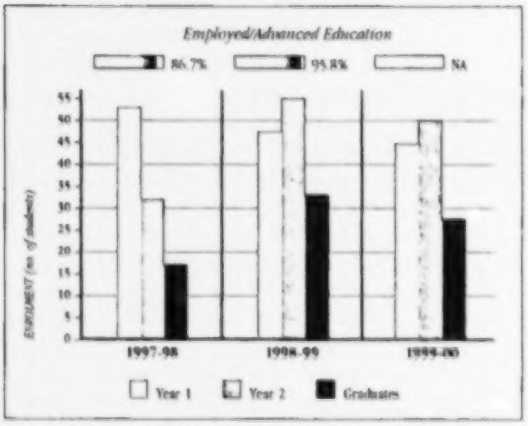
The Business and Applied Arts Division consists of four departments: Accounting and Computer Education; Creative Arts; Hospitality; and Management and Marketing. The division offers programs designed to meet the specific needs of the business, information technology, hospitality, and graphic and electronic communications professions.



Administrative Assistant

Two-year diploma program

The Administrative Assistant program develops editing and organizational skills, includes work experience during co-op terms and prepares graduates to assist management at any level through comprehensive courses in a broad range of computer software programs. Graduates have been employed at all levels of small, medium and large businesses or government departments.



Advertising Art

Two-year diploma program

This program provides up-to-date artistic training in the technology, techniques and philosophy of graphic design. Graduates of this program have found employment as production specialists, graphic designers, illustrators and art directors in retail stores, advertising agencies, design and production studios and newspapers. Others are working in television and film studios, and some are employed as freelance artists.

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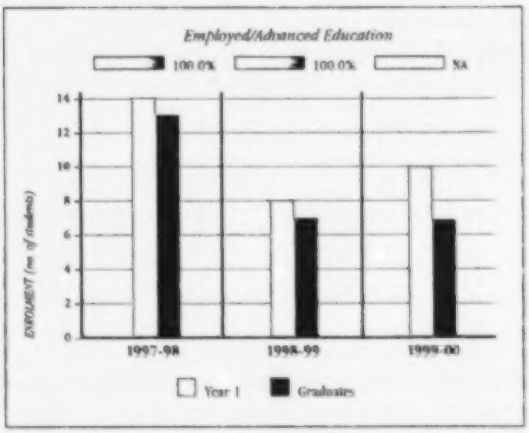
Advertising Art (Advanced Diploma)

One-year advanced diploma program

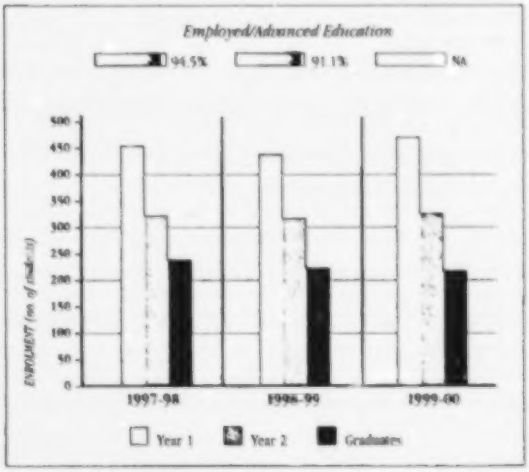
This program focuses on new skill requirements in areas such as advanced computer graphics, marketing and production management. Graduates may find employment in graphic design, 3D animation, interactive document and CD-ROM development, computer games development and internet web-page creation.



Business Administration

Two-year diploma program

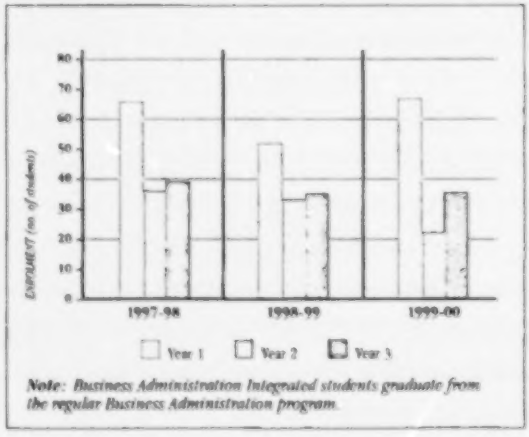
This program develops a potential for supervision and management through the study of business-related courses and practical projects. Many graduates have been accepted into management training programs with department stores, banks, insurance companies and financial institutions. Others have found careers in small business or started their own enterprises.



Business Administration Integrated

Three-year diploma program

The Business Administration Integrated program combines adult upgrading with the regular Business Administration program.



***Note:** Business Administration Integrated students graduate from the regular Business Administration program.*

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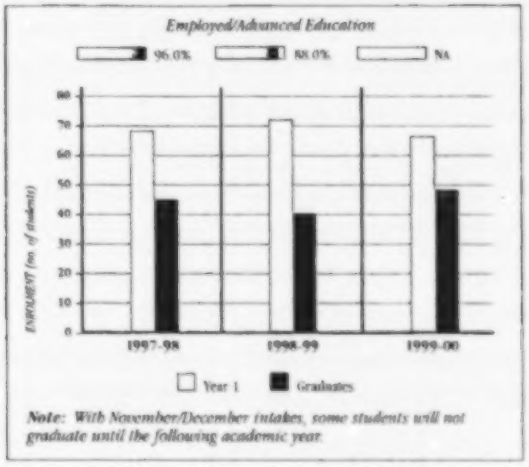
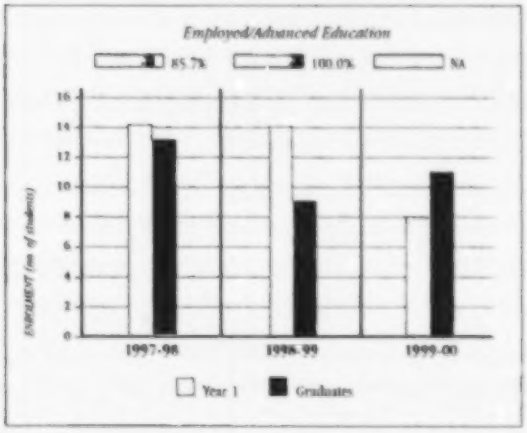


Note: With November/December intakes, some students will not graduate until the following academic year.

Commerce/Industry Sales and Marketing

One-year certificate program

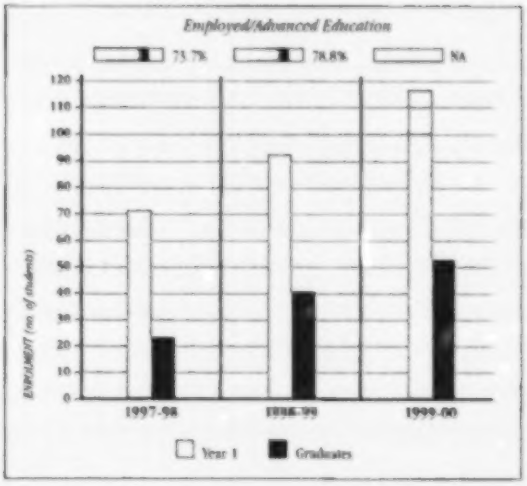
This program provides the knowledge and personal selling skills required for sales success and long term partnerships; a persuasive and interactive communication process that focuses on identifying, developing and fulfilling customer needs. Graduates have found employment as sales and marketing representatives in various industries including manufacturing and distribution of office supplies and equipment, food products, paper products, industrial goods and consumer goods.



Commercial Baking

One-year certificate program

This program develops basic baking skills and related requirements through classroom instruction, practical lab training and off-campus work experience. A student begins employment as a baker's helper and may advance to a position as a competent tradesperson within approximately one year. Opportunities for employment exist in both large and smaller bakery operations.



Computer Accounting Technician

One-year certificate program

Students obtain a thorough knowledge of accounting systems and procedures to enable them to maintain a complete set of records in most types of business. Graduates have found employment as accountants, assistants or accounting clerks in retail, manufacturing, service and not-for-profit organizations or companies.

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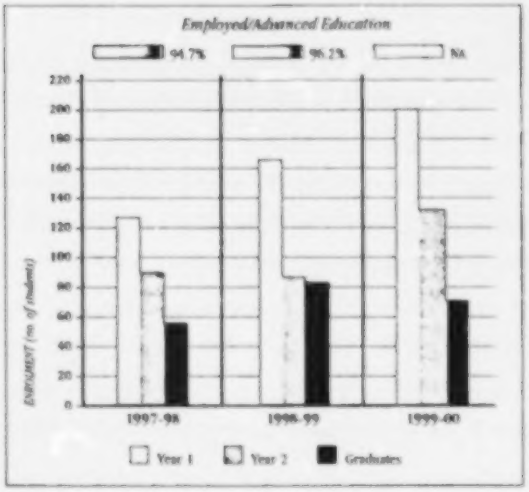
Computer Analyst/Programmer

Two-year diploma program

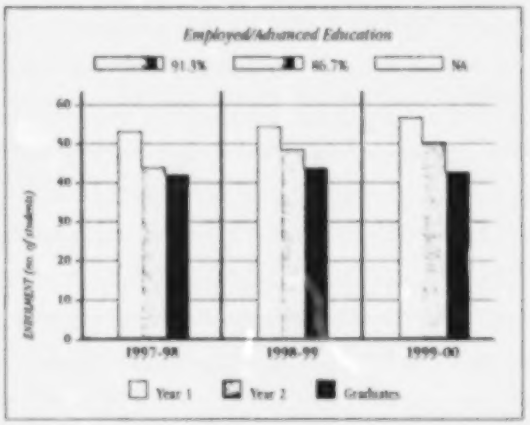
This program trains students in problem recognition, analysis and solution as applied to business data processing. The graduate will be familiar with a variety of computer languages, the principles of business and advanced topics of data processing. Job opportunities have been found in computer programming or systems analysis with various companies that require computers for business purposes. Other job opportunities exist with the government, computer manufacturers and consulting firms.



Creative Communications

Two-year diploma program

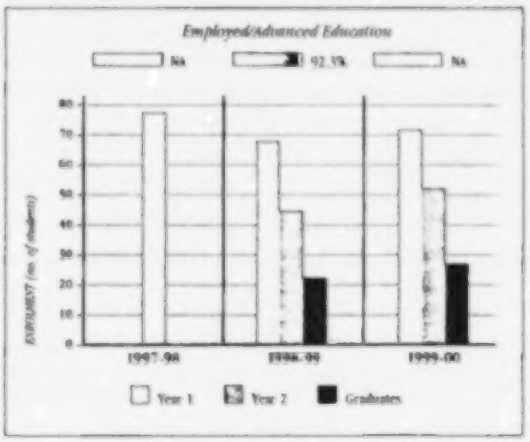
Students gain the knowledge and skills required to function effectively as writers in the fields of journalism, advertising, public relations, radio and television. Graduates of this program have found employment as journalists in print, radio and television; copywriters for advertising agencies, radio stations and television stations; and public relations professionals for various companies and government agencies.



Culinary Arts

Two-year diploma program

Culinary Arts focuses on developing sound culinary skills to prepare students to meet the challenges of an increasingly sophisticated and demanding hospitality industry. The program includes two terms of paid employment in the kitchens of established hotels, restaurants or private clubs in Manitoba. Culinary Arts also incorporates the use of laptop computers as an integral part of learning and working.



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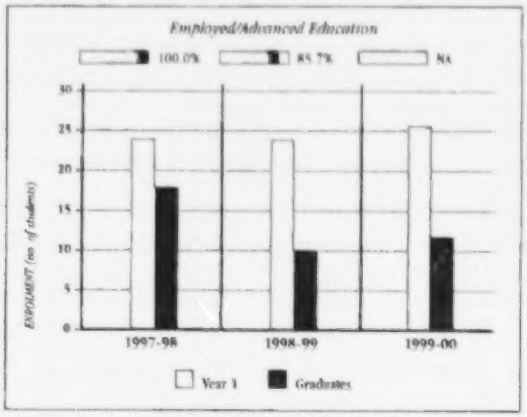
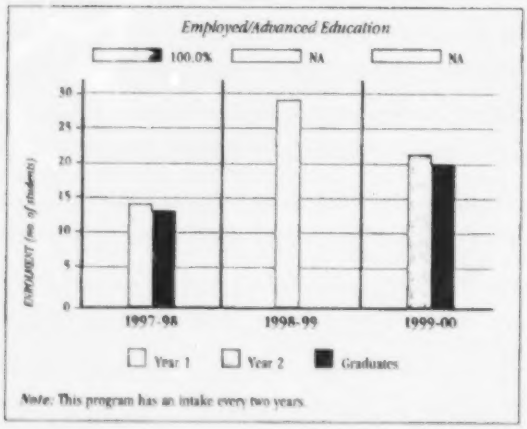


Entrepreneurship

Eight-month certificate program

This program provides individuals who have aspirations of becoming entrepreneurs or small business owners, with business management skills and knowledge. Some graduates begin their own business ventures, while others seek further experience through employment in small and large businesses.

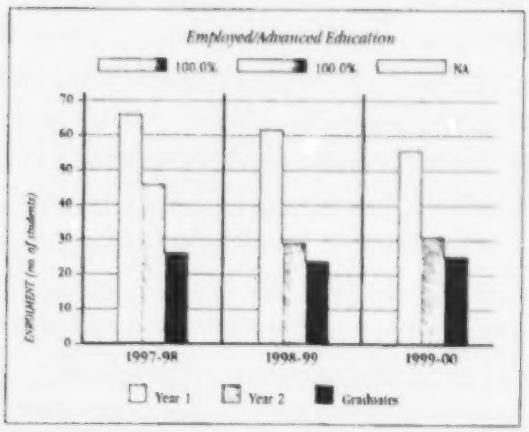


Note: This program has an intake every two years.

Health Information Technologist

Two-year diploma program

This program develops the knowledge and skills needed for the collection, retention, analysis and dissemination of health care information required for patient care, research and education.



Hotel and Restaurant Administration

Two-year diploma program

This program develops a potential for hotel and restaurant management through the study of hospitality-related subjects, practical lab training and co-operative education. Graduates are employed in major hotels as front-desk managers and supervisors, banquet managers and captains, sales managers, food and beverage managers and controllers and executive housekeepers. They are also employed in smaller hotels as general managers and assistant managers, and in management and supervisory positions in restaurants, private clubs and food-service departments.

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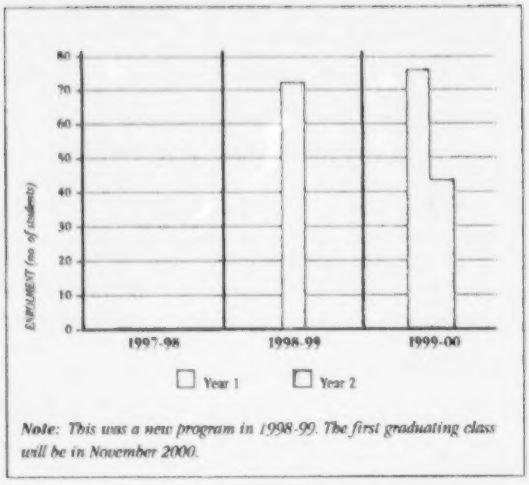
Informations Systems Technlogy

Two-year co-op education diploma program

This program is a two-year diploma program that will provide students with a solid foundation in business data processing, database concepts, computing networks and client/server technology. The program provides graduates with the necessary computing skills and training to fill the gap that exists between employer requirements and the skill level of existing information technology professionals. Graduates will quickly become their employer's specialists in their area of training: networking, client/server programming or electronic commerce.

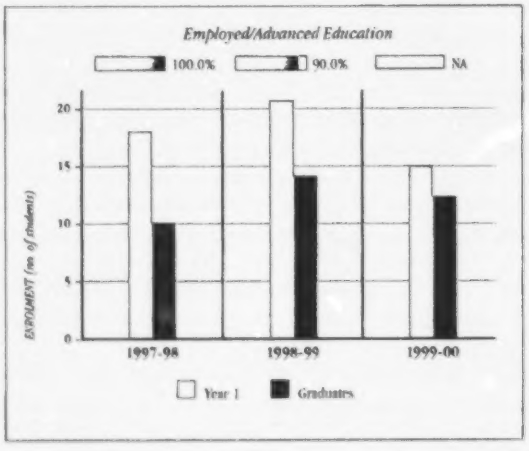


***Note:** This was a new program in 1998-99. The first graduating class will be in November 2000.*

International Business

12-month advanced diploma program

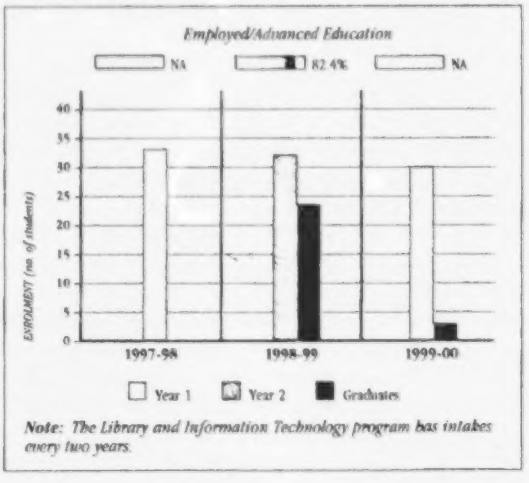
This program develops well-trained and qualified staff who are ready to meet the challenges of global competition in the international marketplace. Graduates have found a wide range of business, industry and organization career opportunities.



Library and Information Technology

Two-year diploma program

Students learn the necessary public service and technical skills to be productive employees in library and related fields. Career opportunities exist in schools, public libraries, universities, colleges, provincial and federal government departments and agencies, industry, business and hospital or political research, book stores, utilities and publishing computerized information systems.



***Note:** The Library and Information Technology program has intakes every two years.*

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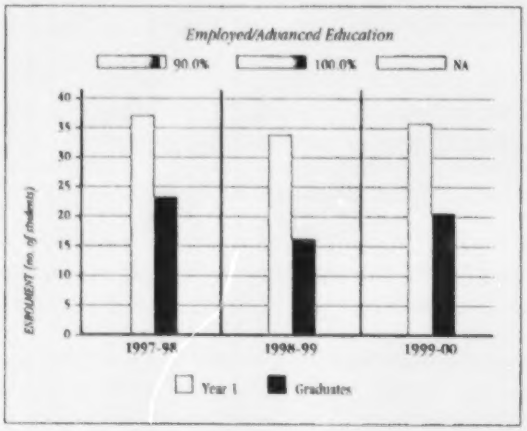

Tourism

13-month certificate program

This program provides graduates with the knowledge and skills required to work within various sectors of the tourism industry. Graduates may find employment in travel and visitor information positions, as tour guides and for festival, community and tourism organizations.

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Industrial Technologies

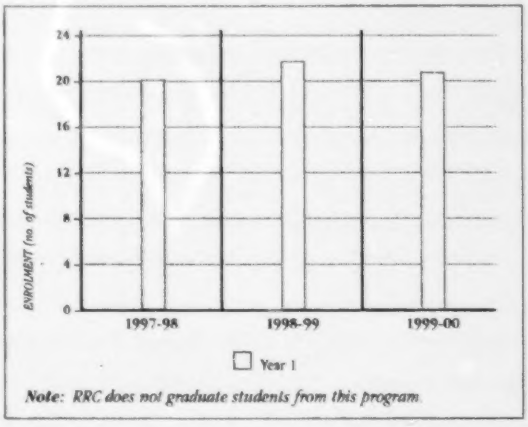
Dean Dale Watts, Room A136, Phone 632-2291, Email dwatts@rrc.mb.ca

This division comprises four departments: Civil/CAD Technology, Construction; Mechanical, Manufacturing and Communications; and Transportation, Mathematics and Science.

Advanced Welding

Program length dependent on individual

This program is designed to upgrade practical welding skills and techniques to meet the certification requirements of Manitoba Labour and/or the Canadian Welding Bureau. The program provides a facility and instruction for qualifying welders to practice in preparation for certification examinations.

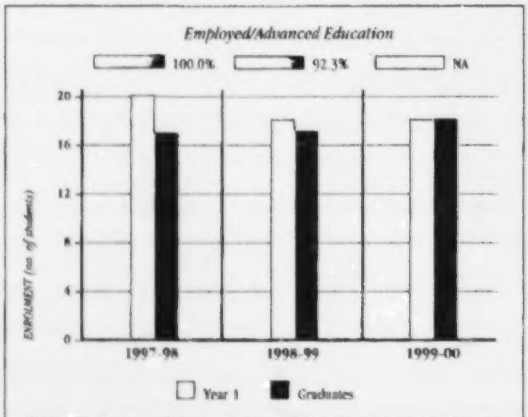


***Note:** RRC does not graduate students from this program.*

Architectural CAD Technology

One-year certificate program

This program develops the skills and knowledge needed to produce working drawings, manually and computer-generated, in the architectural field. Graduates have found employment as junior draftspeople/CAD operators in architectural, consulting engineering, town planning, surveying and building subtrades drafting offices.



***Note:** Students enroll in Computer-Aided Drafting (CAD) Technology, and after successful completion of Term 1, enter a CAD Technology option.*

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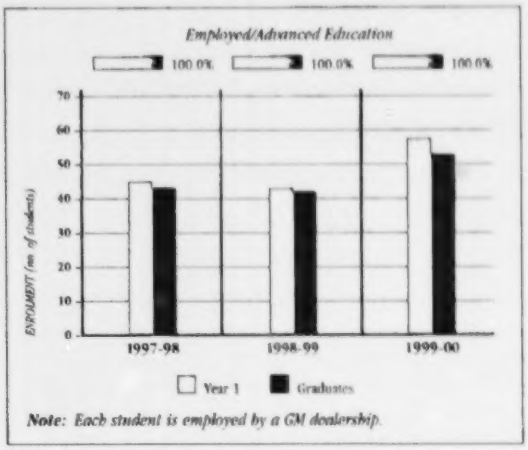
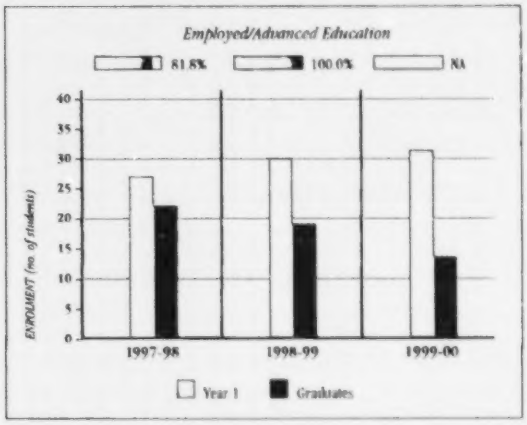


Note: Each student is employed by a GM dealership.

Automotive Service Education

64 weeks

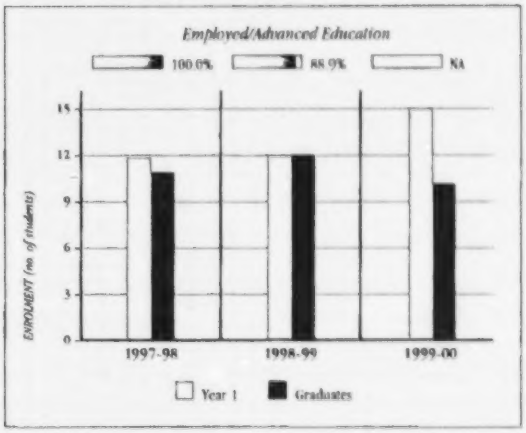
This program prepares potential automotive technicians for a career in the automotive field. Students spend 32 weeks in the College and 32 weeks with a sponsoring General Motors of Canada dealership. Upon successful completion of both the in-college and dealership training, and a two-year period of employment in a GM dealership, the graduate is entitled to write the Interprovincial Standards Examination.



Automotive Technician (Certificate)

One-year certificate program

Students learn to disassemble, inspect, machine calibrate and reassemble motor vehicle units or components. Graduates find employment in service stations, dealerships, large corporations, farming communities and allied industries where they may work in service, repair, sales, or parts distribution.



Automotive Technician (Diploma)

One-year diploma program

Students obtain the knowledge and skills needed to work in the motor vehicle electronic technician field. Graduates find employment in almost any vehicle repair shop. Entering students must have completed a 10-month Automotive Technician (certificate) program or have graduated with a Power Mechanics diploma from high school.

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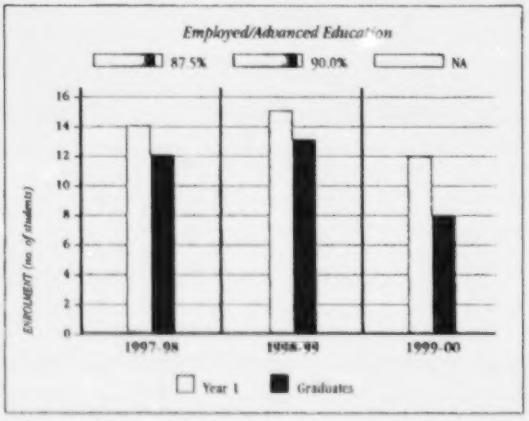
Automotive Technician (Work Experience)

One-year certificate program

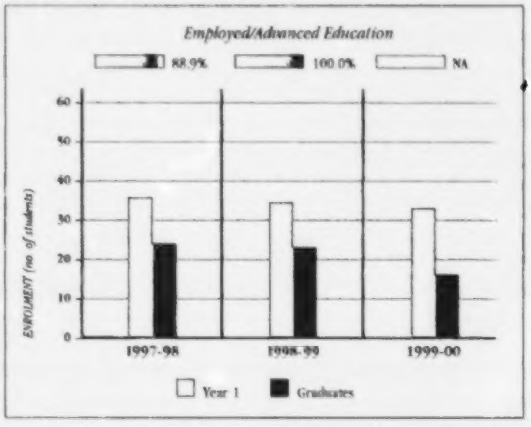
The purpose of this program and the employment opportunities are similar to the Automotive Technician – Certificate program. However, the teaching methodology is different in that the student spends half of the training time at an automotive dealership.



Carpentry and Woodworking

One-year certificate program

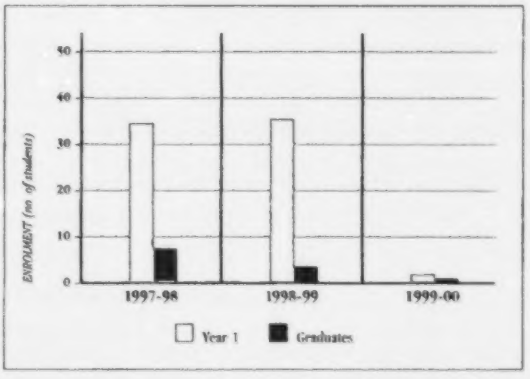
Students acquire the basic skills of carpentry and woodworking required to enter an apprenticeship program in carpentry. Graduates have found employment in commercial construction, house-building, factories or cabinet-making shops. Almost all graduates choose to the enter the apprenticeship program.



Civil Technician

6 weeks

This certificate-level program provides an early exit option for students who have completed the first year of the Civil Technology diploma program. It is designed to provide students with hands-on, entry-level job skills. Most students, however, continue in the Civil Technology programs and graduate with a diploma. Graduates find employment as materials testing, surveying and CAD drafting technicians.



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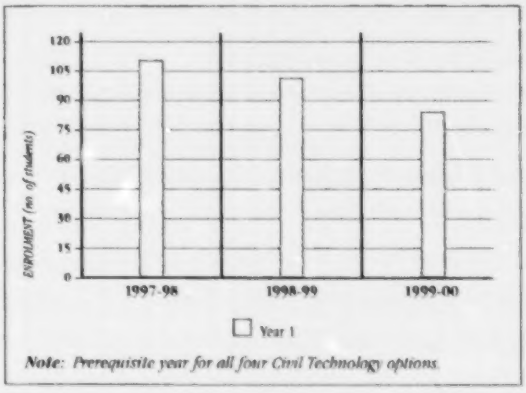
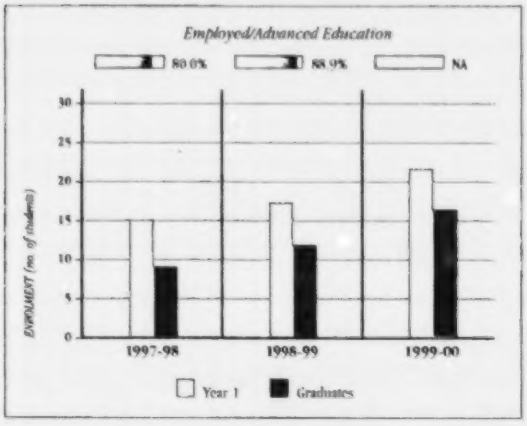


Note: Prerequisite year for all four Civil Technology options.

Civil Technology

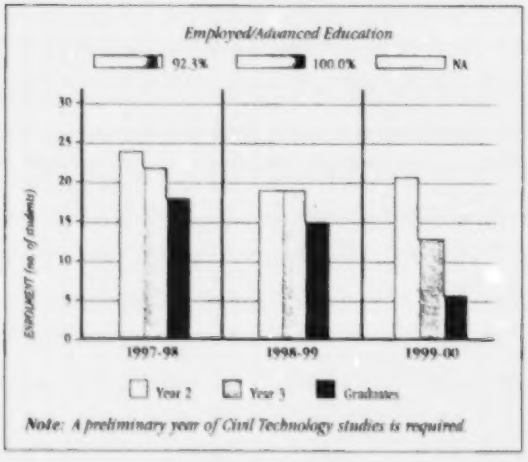
The Civil Technology diploma program group consists of Design and Construction Technology, Environmental Protection Technology, Geomatics Technology, Municipal Technology, and Structural Technology. All students enroll in a common first year of studies in Civil Technology. Students who complete the first year successfully may then apply for entry into one of the five options beginning in second year.



Collision Repair and Refinishing

One-year certificate program

Graduates of this program possess the skills and knowledge required to repair damaged vehicles, including all phases of autobody repair and painting. They have found employment as autobody mechanics, metal finishers, painters, body-frame specialists, service or parts managers, machine operators, or service-station operators. Others are employed as claims adjusters, collision estimators or shop supervisors.



Note: A preliminary year of Civil Technology studies is required.

Design and Construction Technology

32-month co-op education diploma program

The program trains students to work with the engineering team in the design, detailing and preparation of contract documents for the construction of architectural and related building systems. Graduates have found employment with consulting and mechanical engineers, contractors, fabricators, architects and service industries, as well as with departments of municipal, provincial and federal government services.

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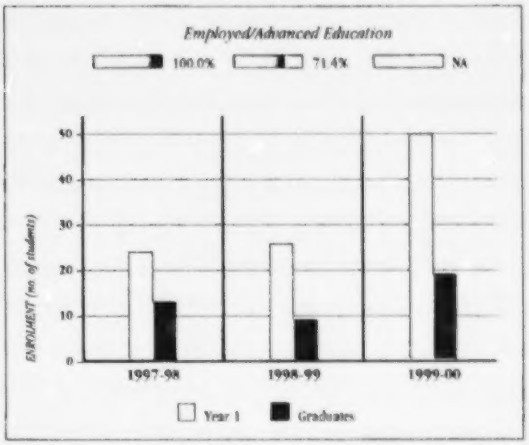
Electrical

One-year certificate program

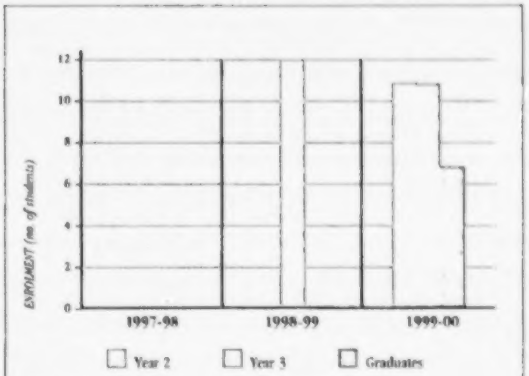
Students develop skills in house wiring, commercial and industrial wiring and controls, and motor repair. Graduates have found jobs in the electrical industry working with house wiring, commercial and industrial wiring and controls and electric motors.



Environmental Protection Technology

32-month co-op education diploma program

Students develop knowledge and skills in the principles and applications of Environmental Protection Technology for careers in waste disposal and water supply, reuse and recycling, workplace health and safety, integrated project management site reclamation, remediation and containment testing and quality control surveying and global positioning systems and modeling. Graduates find employment with consulting engineering firms, resource-based industries, construction and development companies, inspection and testing agencies, manufacturers, material suppliers, governments and crown corporations.



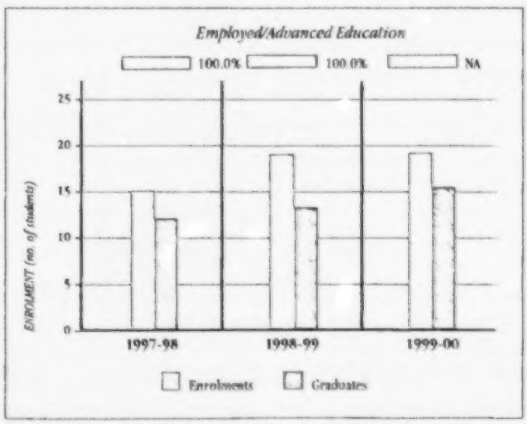
***Note:** This was a new program in 1998/1999.*

A preliminary year of Civil Technology studies is required.

Geographic Information Systems (GIS) Technology

One-year advanced diploma program

This program provides trained technologists and other persons with the technical and conceptual skills in the design, development and implementation of Geographic Information Systems (GIS). Graduates find employment in municipal agencies, resource industries and utilities organizations.



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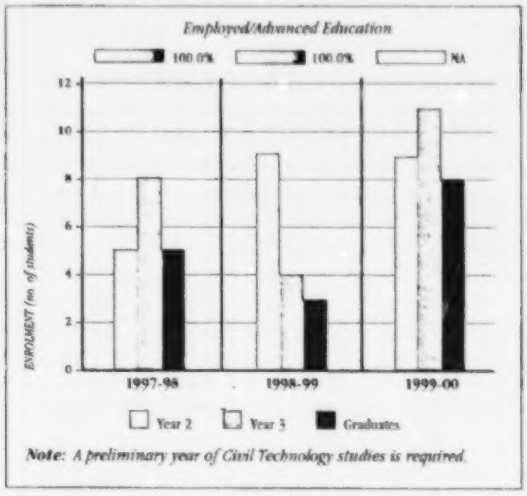


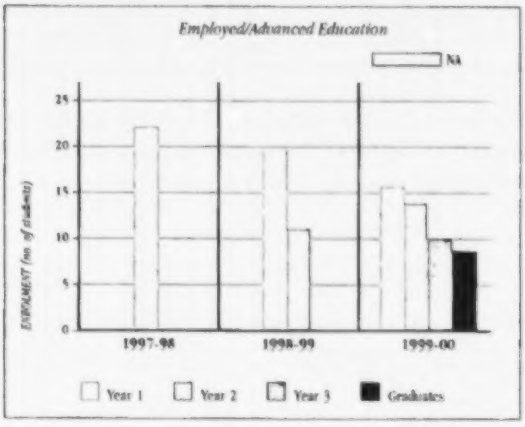
Note: *A preliminary year of Civil Technology studies is required.*

Geomatics Technology

32-month co-op education diploma program

Students obtain knowledge and skills in the legal and engineering surveying fields. Graduates have found employment in a range of construction and resource industries, and in government services. They have been hired for jobs in land surveys, construction and topographic surveys, mining surveys, hydrographic and geodetic surveys.

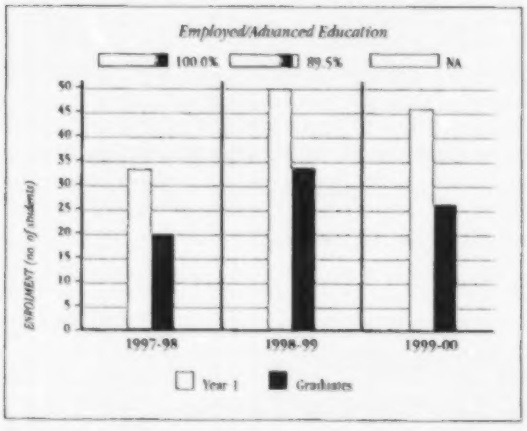
Note: *This program was formerly called Survey Technology.*



Greenspace Management

28-month co-op education diploma program

Students develop the knowledge and skills required to construct and maintain greenspaces such as parks, golf courses and cemeteries. The program focuses on turfgrass construction and management, ground construction and maintenance, equipment operation, pesticide application, irrigation systems, horticulture, aboriculture, computers, office management and strategic planning. Graduates find employment in golf courses, departments of parks and recreation, and cemeteries.



Heavy Duty Equipment Mechanic

One-year certificate program

In this entry-level program students develop basic knowledge and skills required to perform routine maintenance and repairs to vehicle systems and components. Students develop an understanding of the basic purpose, construction, operation and servicing of components, parts and assemblies of trade-related equipment. Graduates find employment in the agricultural, construction or transportation sectors.

Note: *This program is a prerequisite for the Heavy Duty Equipment Technician (Diploma) program.*

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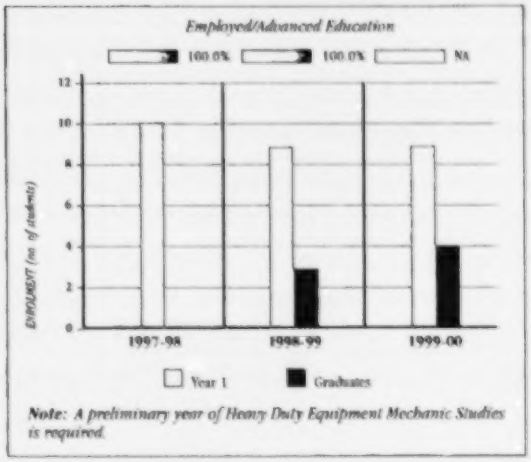
Heavy Duty Equipment Technician

Two-year diploma program

This program provides training in new technology. It prepares graduates to work in the technician field and combines instruction at the College with work experience. This program is an asset to both employees and employers because of continuing technological change and the need for constant upgrading. Graduates find employment in the agricultural, construction or transportation sectors of the industry.

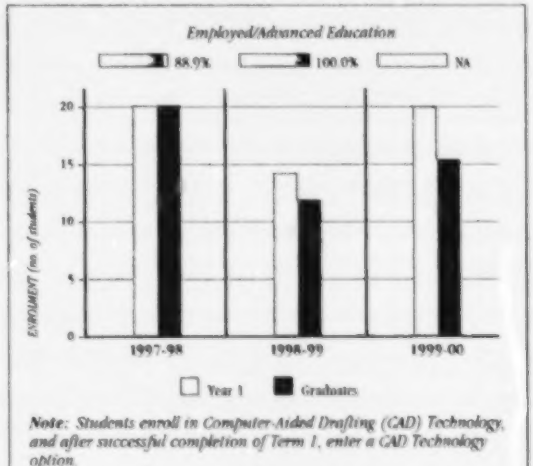


Note: *A preliminary year of Heavy Duty Equipment Mechanic Studies is required.*

Machine CAD Technology

One-year certificate program

Students learn to produce working drawings, manually and computer-generated, as required by the industrial and manufacturing industries. Graduates find employment with machinery manufacturers and in tool-and-die production shop offices, or with structural fabricators, equipment manufacturers, in the aircraft industry or in consulting engineering offices.

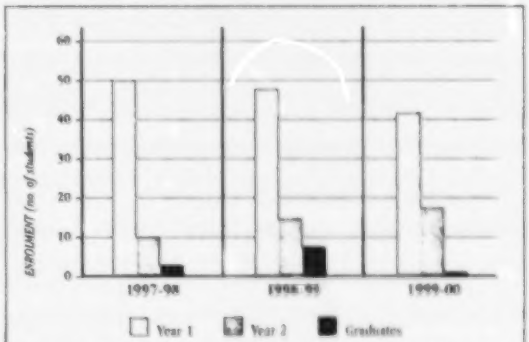


Note: *Students enroll in Computer-Aided Drafting (CAD) Technology, and after successful completion of Term 1, enter a CAD Technology option.*

Manufacturing Technician

Two-year diploma program

This program provides students with an enhanced understanding of manufacturing processes and the relationship of these processes to the machining trade. In addition, a Manufacturing Technician will possess skills in: cost estimation and process planning, computer operation, CAD/CAM basic tool and fixture design, as well as CNC machine operation and programming. Graduates find employment as CNC operators, machinists, toolmakers, quality assurance inspectors, manufacturing planners, prototype developers, technical sales persons and supervisors.



Note: *Students who successfully complete Term 1 can graduate with a certificate in Machine Shop Practice – Basic. After Year 1 (Terms 1 and 2) students can earn a certificate in Computer Numerical Control (CNC) Machine Operator, or in Machine Shop Practice – Advanced. After Year 2 successful graduates receive the Manufacturing Technician diploma.*

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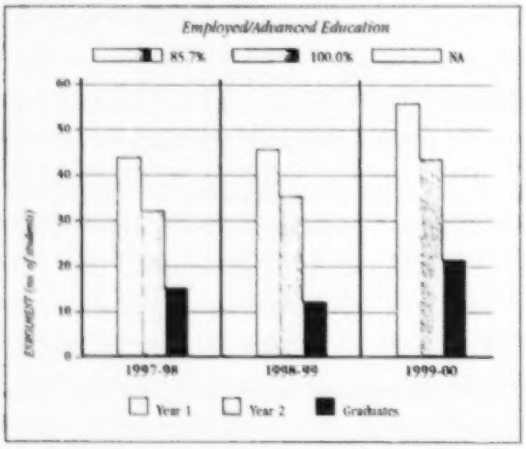
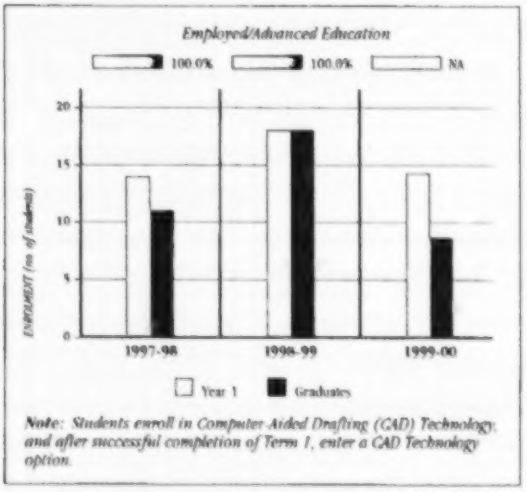


Mechanical Engineering Technology

Two-year diploma program

Students develop knowledge and skills in mechanical design, the production side of manufacturing and technical supervision. Graduates find employment in design, technical sales, manufacturing, instruction, research and management with companies involved in agriculture, mining, aerospace, air conditioning, refrigeration, transportation, foundries, fluid power, consulting engineering and government services.

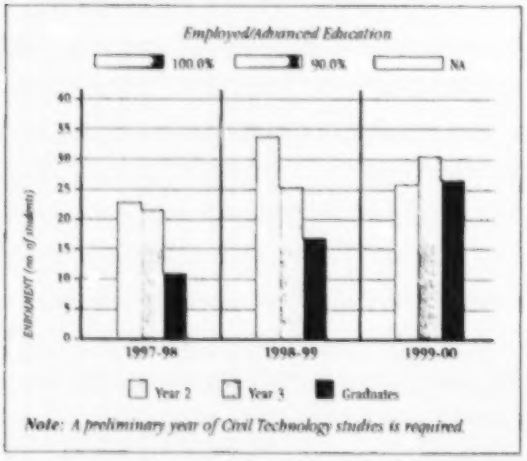


***Note:** Students enroll in Computer Aided Drafting (CAD) Technology, and after successful completion of Term 1, enter a CAD Technology option.*

Mechanical Systems CAD Technology

One-year certificate program

This program develops the skills and knowledge needed to produce working drawings, manually and computer-generated. Graduates have found employment with mechanical engineering consultants, suppliers, and manufacturers of mechanical equipment and mechanical contractors.



***Note:** A preliminary year of Civil Technology studies is required.*

Municipal Technology

32-month co-op education diploma program

This program develops the knowledge and skills needed to assist in the design and construction of municipal services and roadways. Graduates have found work with consulting and engineering companies, government departments and agencies in the design and construction of sewer and water projects, highway projects, earth-retaining and hydraulic structures. Others are employed in equipment and material sales and in the research and manufacture of construction-related products.

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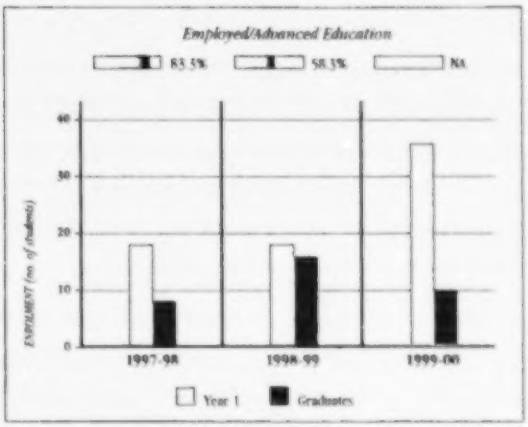
Piping Trades

One-year certificate program

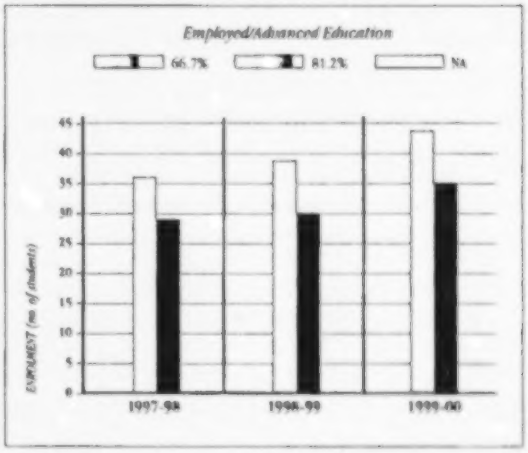
Piping Trades teaches the skills needed to install and repair plumbing, steam heating, fire-protection and other piping systems. Graduates have found work with plumbing, heating or fire-protection contractors, or in industrial plants as maintenance people. Some are employed by plumbing and heating wholesale or retail outlets. Others have moved into positions as supervisors, estimators, plumbing contractors and building inspectors, and some are self-employed.



Power Engineering (4th and 3rd Class)

Five months each for 4th and 3rd Class;

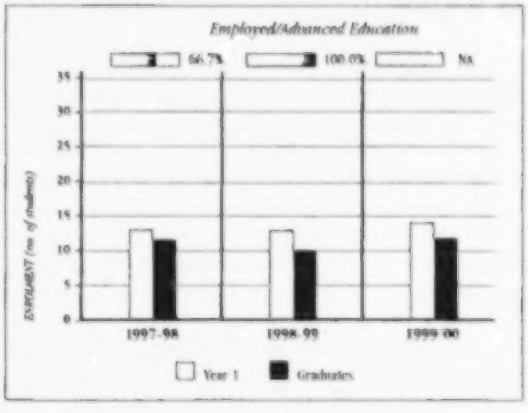
This program develops the knowledge and skills required for the safe operation of the major equipment in commercial, industrial and public buildings. Graduates have found employment in industrial plants, food-processing plants, cold-storage plants and in other commercial, industrial or public buildings.



Power Equipment Technician

One-year certificate program

Students develop the skills and knowledge required for entry-level employment in the power equipment repair field. Graduates find employment with firms engaged in the sales or service of power equipment. Such firms may include agricultural equipment dealers, private power equipment sales and repair shops, rural agribusiness and various federal, provincial and municipal government departments.



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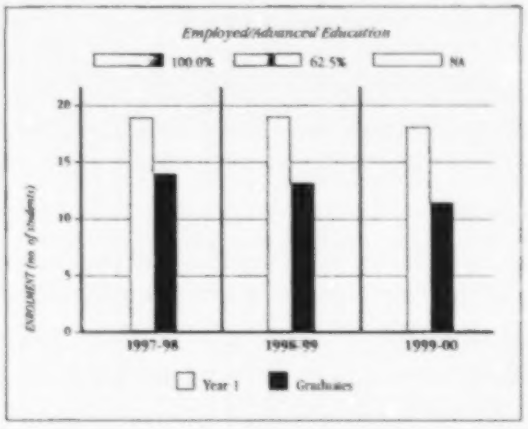
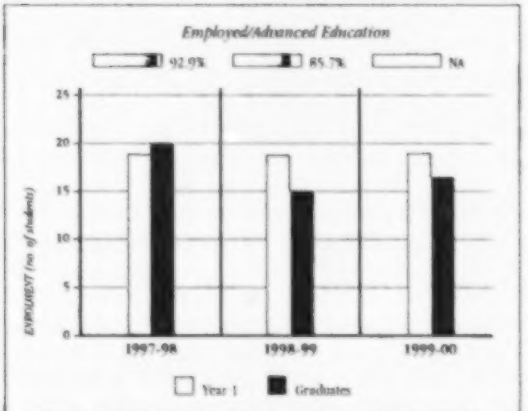


Refrigeration and Air Conditioning Technician

One-year certificate program

This program develops the skills required to install, service and repair commercial and industrial refrigeration and air conditioning equipment. Graduates find employment with refrigeration and air conditioning companies as apprentices or as customer consultants in refrigeration retail stores. Journeypersons work mainly in the construction of cooling plants and cooling cabinets and in the maintenance field for refrigerated vans, hockey rinks, food retailers, air conditioners and industries demanding cold temperatures for their processes.

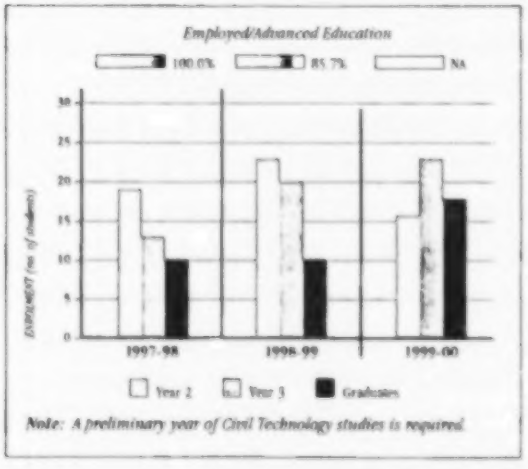


Note: Students enroll in Computer-Aided Drafting (CAD) Technology, and after successful completion of Term 1, enter a CAD Technology option.

Structural CAD Technology

One-year certificate program

This program develops the skills and knowledge needed to produce working drawings, manually and computer-generated. Graduates have found employment with steel fabricators, structural engineering consultants and steel detailing drafting offices.



Note: A preliminary year of Civil Technology studies is required.

Structural Technology

32-month co-op education diploma program

This program is designed to provide the knowledge and skills needed to work with the engineering team in the formulation and calculations for structural building systems. Graduates have found job opportunities in structural design and inspection with consulting engineering firms, contractors or government departments.

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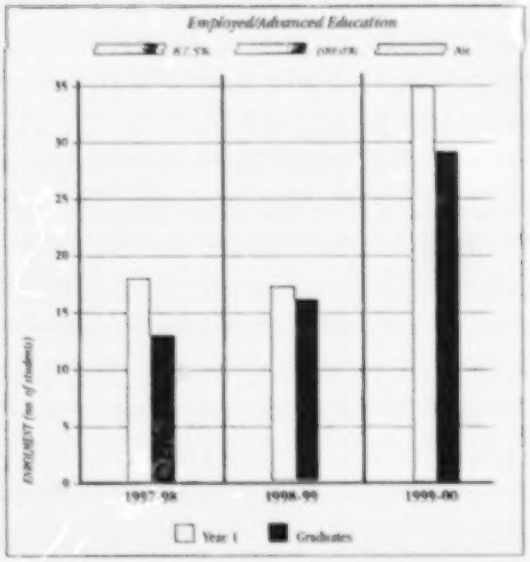
Welding

Seven-month certificate program

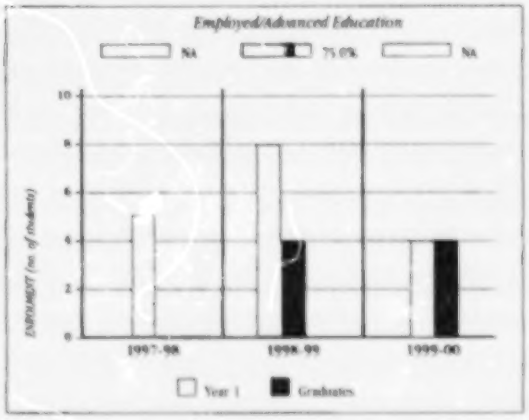
Students learn to perform the oxy-acetylene, arc, tungsten-inert-gas and metal-inert-gas welding processes and related operations safely and effectively. Some graduates have found employment in aircraft maintenance, in the manufacturing of farm equipment and in heavy equipment repairs. Other graduates are employed in highway construction, northern mines and hydro-electric power plants.



Wood Products Manufacturing Certificate

13-month certificate program

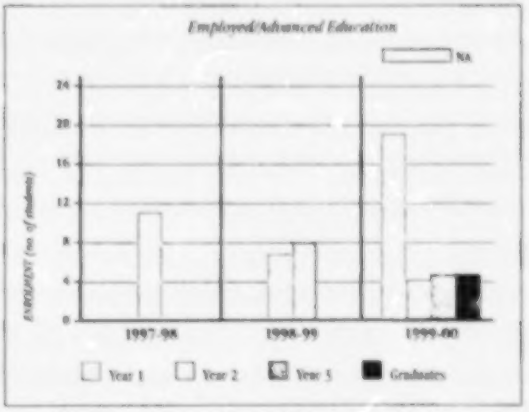
This program develops the knowledge and skills required to operate basic wood processing machinery and tools. Graduates find employment in the wood processing industries as wood machinists, cabinet makers, assembly-line workers and in sales and supply of wood products.



Wood Products Manufacturing Diploma

30-month co-op education diploma program

This program develops the knowledge and skills required to operate basic wood processing machinery. The program focuses on wood science, computer operation, CAD/CAM, basic jig and fixture design, machining, woodworking techniques, CNC machine operation and programming, cost estimation and supervisory management. Graduates find employment in the wood processing industries as wood machinists, cabinet makers, supervisors, shop managers, product designers, CAD/CAM operators/programmers, in sales and supply of wood products and in estimating.



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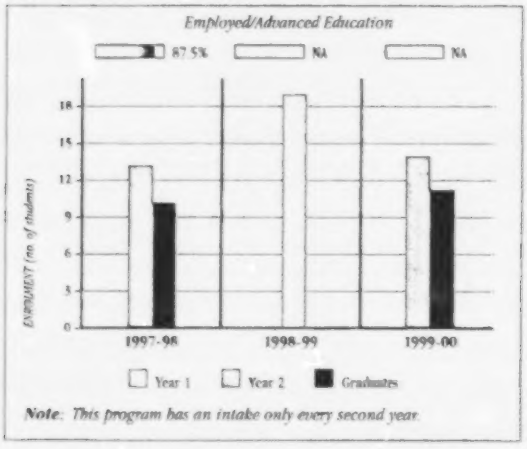
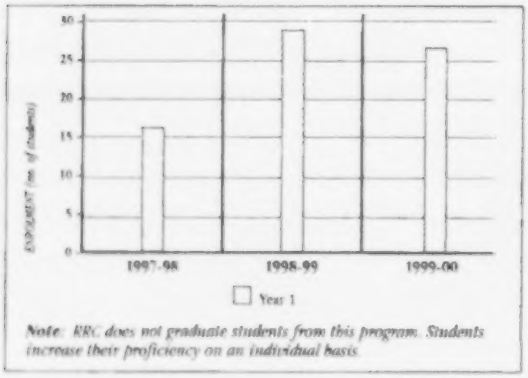
Student Services

Dean Patricia Bozyk, Room C715, Phone 632-2331, Email pbozyk@rrc.mb.ca

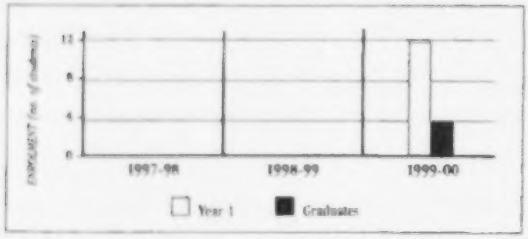
This division is responsible for the delivery of a wide range of services designed to attract, admit, and enrol students in college programs and to support students throughout their college experience so that they are successful. In addition to the service units of Registration, Financial Aid and Student Awards, the Assessment Services, Counselling Services, Disability Services, Employment Services, and Health and Recreation Services, the division is also responsible for two academic programs: American Sign Language - English Interpretation and Deaf Literacy.



***Note**: This program has an intake only every second year.*



***Note**: RRC does not graduate students from this program. Students increase their proficiency on an individual basis.*



American Sign Language – English Interpretation

Two-year diploma program

Students are taught the skills required to function as an American Sign Language (ASL)/English interpreter in facilitating communication between hearing and Deaf individuals. Graduates are working in public schools, in interpreter referral centres and in post-secondary institutions. Some work on a freelance basis in specialized settings such as medical, religious, mental health, recreational, legal, employment, government and the performing arts areas.

Deaf Literacy

This part-time program encourages Deaf adults who are competent and proficient in American Sign Language (ASL) to learn better reading/writing skills through second language (English) approaches.

Deaf Studies

One-year certificate program

This program is designed to increase fluency in American Sign Language (ASL) and provide knowledge of Deaf culture and history. This program is suitable for anyone who requires language and culture fluency for effective interaction with Deaf individuals, as well as those who intend to apply for entry into an ASL/Interpretation program.

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Training Enterprises

Vice-President, Training Enterprises: Paul McGeachie, Room C713, Phone 632-2307, Email pmcgeach@rrc.mb.ca

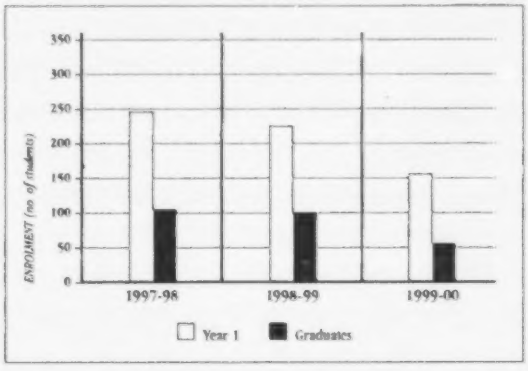
This Division includes Academic Development Services and the Language Training Centre plus four strategic business units — Continuing Education, Distance Education and Regional Services, Market Driven Training and International Education

Academic Development Programs

certificate programs

Academic Development Programs upgrade students' academic skills in mathematics, English and physical science, and provide an introduction to computers. Students normally take only those courses necessary to qualify for admission to community college programs.

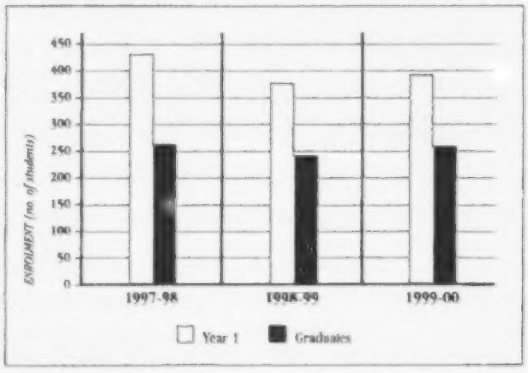
A new Introduction to Business program was introduced replacing the Adult 11B program. The program offers students the opportunity to further develop their academic preparation skills while gaining advance credits in a variety of first term courses in business, applied arts or science at the College.



English as a Second Language (ESL)

certificate programs

ESL programs develop practical speaking, listening, reading and writing skills. The basic program is designed to provide students with the language skills and information required to settle in Canada and to seek employment. The upper-level programs are intended to develop the skills required to pursue further skill or academic training or seek employment in a specific field.



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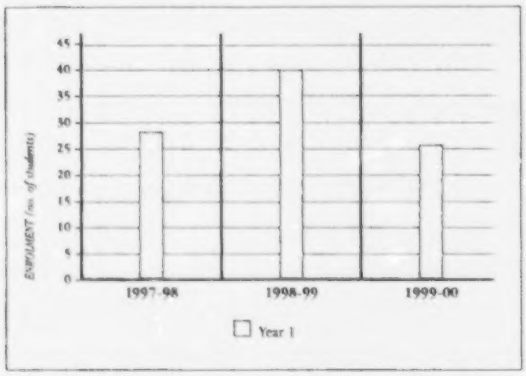
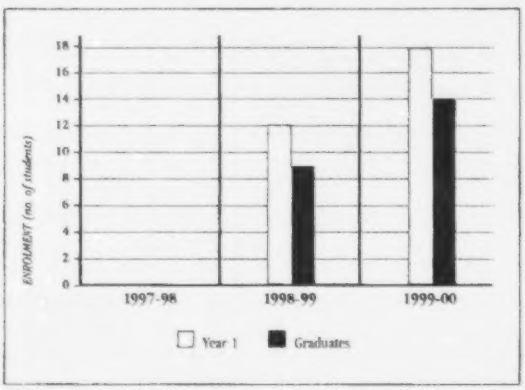


General Studies

Certificate program

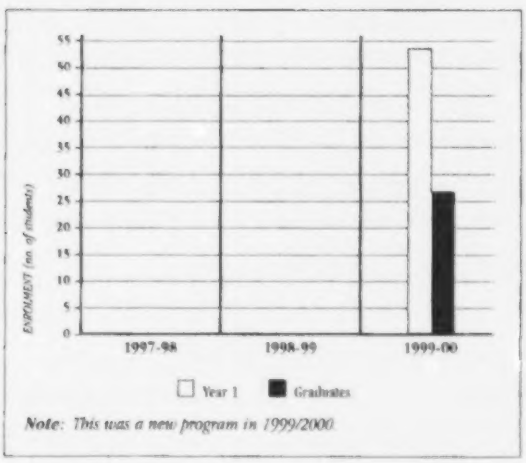
General Studies allows students to design an individual program for a variety of programming areas, explore career areas before making a career decision, acquire prerequisites, and practise study habits and employability skills. Students may work toward a certificate in General Studies, or choose to continue their education in specific career training programs.



Introduction to Computer Accounting Technician

Certificate program

The program prepares students for entry into the Computer Accounting Technician program by introducing them to financial accounting, business mathematics and business communications.



Note: This was a new program in 1999/2000.

Introduction to Business

Five-month certificate program

The purpose for the program is to prepare students for entry into selected progams in the business and applied arts and sciences areas by developing their skills in communications, business mathematics, the fundamentals of Canadian business, and computer fundamentals. Students will have the opportunity to acquire the study and information technology skills that will enhance their success in an academic setting. Students will obtain advanced credits in the first term of the selected programs.

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Continuing Education

The primary goal of Continuing Education (CE) is to provide accessible, flexible, career-relevant education and training for employment entry and enhancement on a cost recovery basis. As the New Economy grows in importance so does the essential role of life-long learning. CE plays a vital role in delivering quality education adapted to the needs of learners and enhancing their prosperity in the workplace, as well as in developing a learning culture to improve the provincial economy.

In 1999-00, approximately 17,000 net registrants enrolled in 79 career programs including 56 certificate and 4 diploma programs over four terms. More than 500 courses were offered on the main campus in Winnipeg as well as facilities located throughout the city including the College's downtown Union Station campus.

In 1999-00, 8 new programs and 81 new courses were introduced, including Operations Management, Web Site Development, CISCO Network, Parish Nursing, Carpentry and Woodworking, Electrical, Mechanical Engineering Technology and Health Services Management. The first summer institute in Web Site Development was held.

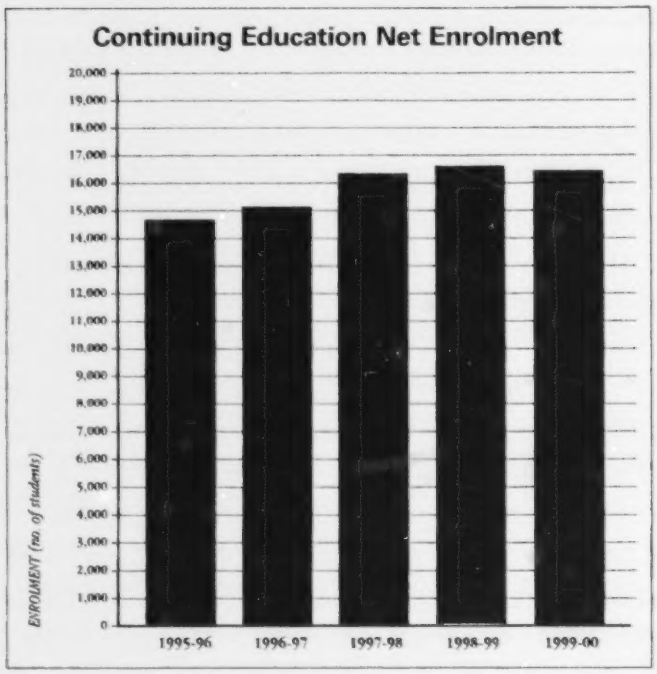
In addition to the development and delivery of quality programming, Continuing Education is committed to a continuous improvement process in the provision of quality programming and customer service.

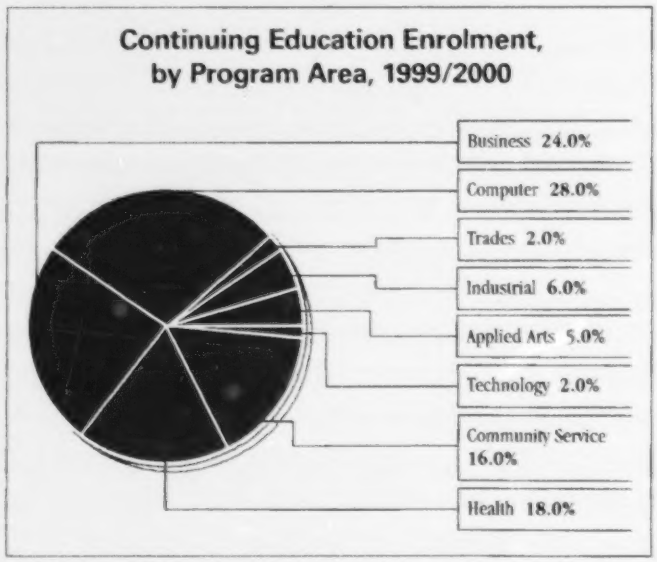
- This year CE surveyed 1,500 students to determine preferences for various options for course delivery based on distributed learning concepts. Results indicated 83% of students preferred the current format of course delivery and rated it as excellent or good. New pilot delivery formats tested were well received by students.

- A survey of CE instructors indicated that 93% rate their teaching experience as good or excellent and 88% feel their contribution to the College is recognized.

- An extensive Education/Training Needs Assessment for Registered Nurses was conducted. The results will lead to the development of new programming and training for health care providers.

- The CE Management Team initiated discussions with the University of Manitoba Continuing Education for combined program delivery and cross promotion of certain programs commencing fall 2000. •





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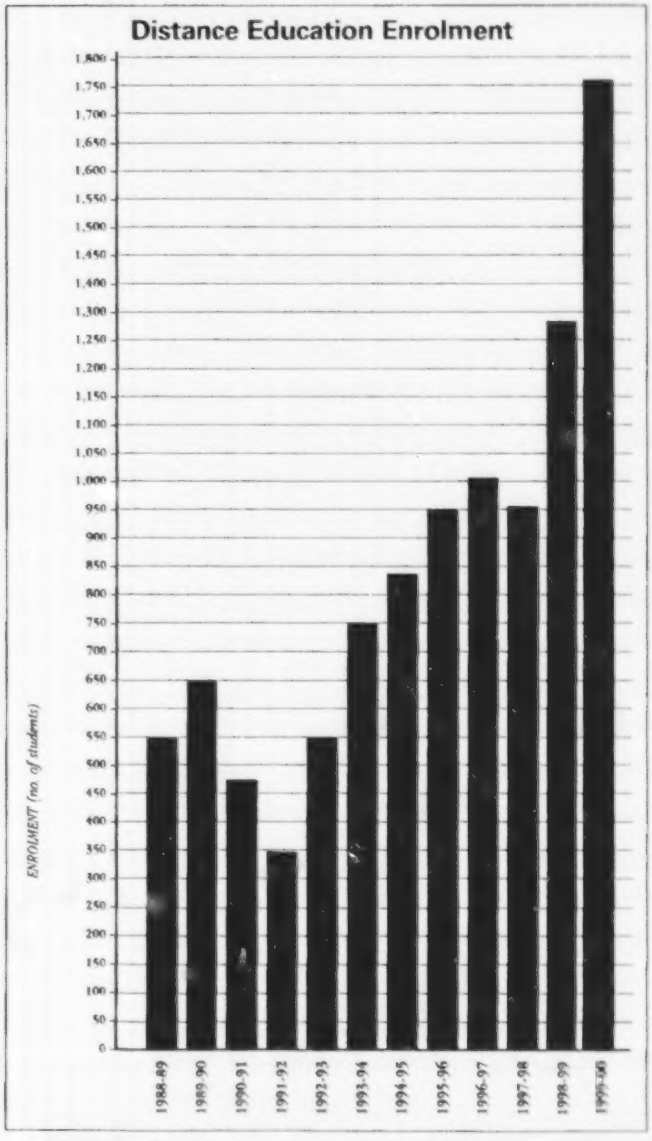
Distance Education

Distance Education (DE) expands access to Red River College for all time, place or pace constrained students. It takes learning to students who find it difficult to attend regularly scheduled classes, live far from College campus sites or prefer to study on their own. Courses are delivered using a variety of media: correspondence, video-correspondence, CD-ROM, teleconferencing and via the Internet. All courses include e-mail or telephone support. The course technology varies to meet the needs of students and to make the best use of current teaching technologies.



During 1999/2000 DE commenced a process to prepare definitions, a set of principles, a new vision, mission statement and goals and operating assumptions. This process highlighted the importance of DE for the College and helped set the stage for continuing growth.

DE enhances the College's ability to contribute to student success in Manitoba and beyond by increasing points of access and providing greater flexibility adapted to the needs of students for anywhere, anytime access.

In recent years DE has experienced significant enrolment growth. This continued for 1999-00 with enrolment at 1,763, a 36% increase over the previous year. Most programs saw growth with seven programs experiencing growth in excess of 100%. Business and Administrative Studies, Cancer Care Nursing, Human Resource Management, Justice and Public Safety, Management Development, Registered Nurse (RN) Refresher and Studies in Special Needs Child Care.

Seven new courses were developed in 1999/2000, three making use of the Internet including two that are online. One course and one workshop were developed for Business and Community Services programs, and five courses were developed for Health and Applied Arts programs.

Distance Education received funding from the Nurses Recruitment and Retention Fund Committee to develop the new Emergency Nursing program for distance delivery. Approval was received from the same organization for tuition support for students registering in the department's RN Refresher program.

Currently 125 courses are available by Distance. Nine certificate programs can be completed entirely by distance:

- Business & Administrative Studies
- Health Care Aide
- Library Training
- Management Development
- Microcomputer Applications
- Recreation Facilitator for Older Adults
- Registered Nurse Refresher
- Studies in Aboriginal Child Care
- Studies in Special Needs Child Care •

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Regional Campuses

Red River College is committed to providing rural Manitobans with access to post-secondary education and training through four regional campuses. These regional campuses allow individuals to take advantage of quality RRC programming near their homes or workplaces:

- Gimli Campus
- Portage Campus
- Steinbach Campus
- Winkler Campus

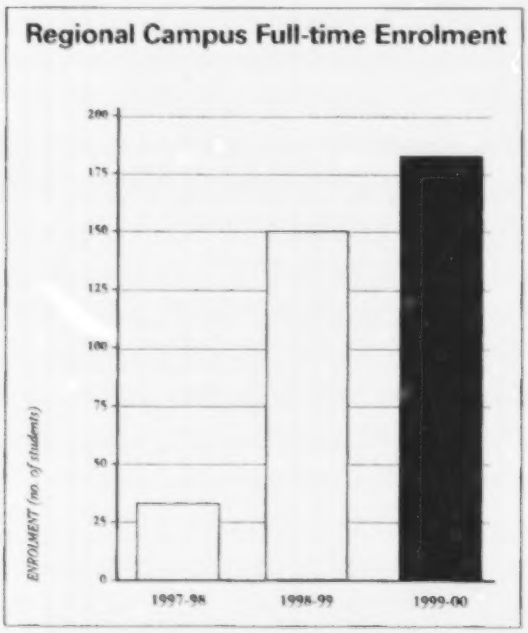
At the conclusion of 1999/2000 academic year, the Selkirk Regional Centre merged with the Gimli Campus with no disruption of service to the respective communities.

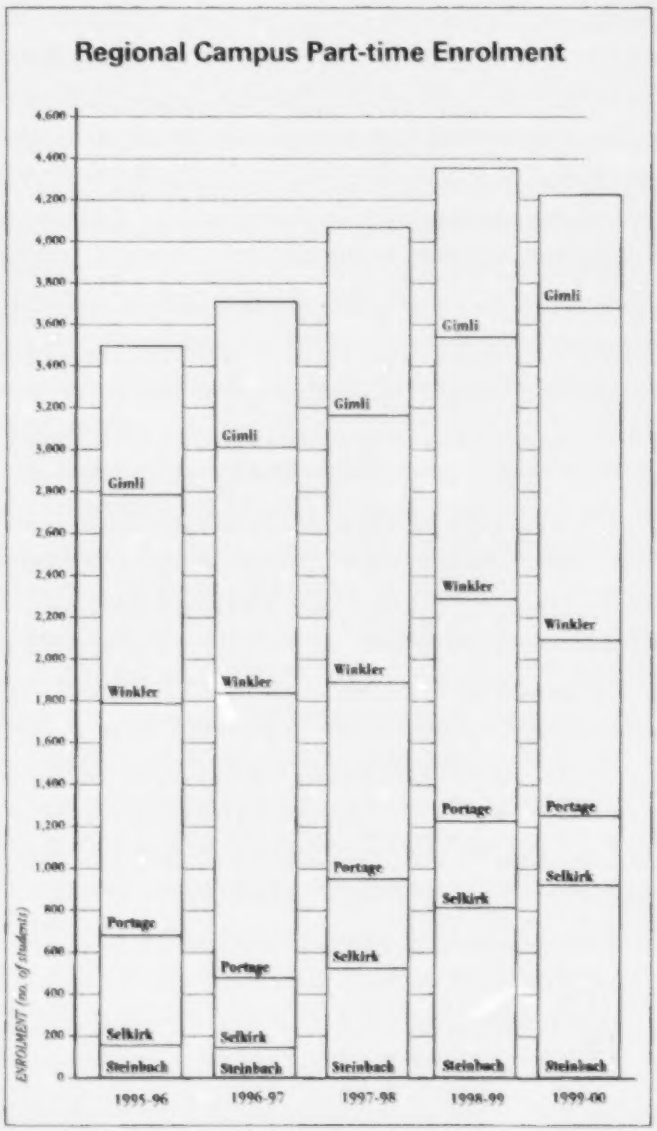
Each regional campus, responding to the unique needs of its community, delivers fulltime programs, part-time programming as well as customized training for businesses and organizations. Each campus has a community liaison committee and partners with local volunteer organizations, school divisions, Aboriginal communities and businesses.

Fulltime enrolment at the regional sites continued to expand by close to 25% from 150 to 187 during the past year. The first year of the Business Administration diploma was delivered at the Winkler Campus.

In 1999/2000, Regional Campuses' overall part-time enrolment decreased marginally by 2.9%. However, part-time enrolments increased by 23% to over 1,500 in Winkler, a first for a regional campus and by 13% at the Steinbach Campus

The Portage Campus expanded to include an additional site at the Southport Aerospace Centre in Portage la Prairie. The Winkler Campus and Manitoba Immigrant Settlement Services piloted an English as a Second Language/Health Care Aide course. •





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Market Driven Training

During 1999/2000, a comprehensive review of the mission, goals and strategic direction of Market Driven Training (MDT) was undertaken.

This review resulted in a business plan to reorganize and reposition the unit in the education and training industry. As MDT realigns, its focus is to provide post-employment training to the manufacturing and information technology sectors. Central to MDT's renewed success will be the development of long term strategic partnerships with clients and suppliers.

The rebuilding of Market Driven Training has been achieved through several strategic changes including:

• Considerable downsizing of faculty, staff and operations occurred during late June and July.

• Re-integration of accounting, registration, human resource and IT support services with College operations. MDT will "purchase" these services from main campus departments.

• Consolidation of operations at Unit 10 - Building B 1832 King Edward Street and 161 Portage Ave. East sites.

• Phasing out of pre-employment training. The IT programs will conclude at the end of September 2000. Animation and Games will finish in December.

• Transfer the Composite Manufacturing to the College Expansion Initiative (CEI) Composites program offered at the King Edward facility. It is planned to transfer the Gas Turbine Overhaul and Repair program to a CEI funded program in 2001/2002.

These changes at MDT will result in a renewed organization with a clear and dynamic focus. •

International Education

The International Education Office, a strategic business unit, is mandated to develop a global presence for Red River College through international student recruitment, academic exchanges, institutional partnerships (e.g., Shenyang/Red River Technical Training Centre), sustainable programming, overseas development agency contracts and the sale of knowledge services to international clients. As the global nature of the economy and education continues to grow in importance, International Education will continue to perform a key role in enhancing the world-wide image of RRC.

The Office provides an active global context and presence for students, faculty and administration.

During the 1999/2000 year, the International Education Office

- Continued the recruitment of ESL instructors for and the management of our joint venture training centre in Shenyang, China.
- Responded to 1,566 inquiries from interested international students, an increase of 27% over the previous year.
- Registered 62 fulltime (33 ESL/38 career program) and 9 returning students.
- Developed and implemented a comprehensive business strategy including the production and distribution of new promotional materials.
- Participated in four international student recruitment fairs, three international marketing missions and hosted thirteen visiting international delegations.
- Responded to four proposal calls for specialized contract training in Korea (Nursing), Libya (instrumentation), UAE (ESL), and China (securities).
- Signed one further partnership agreement with the East China Petroleum Technology College bringing the total to sixteen International partnership agreements, with six countries including China, Japan, Philippines, India, Mexico and Chile.
- Continued a high level of activity in the following four international development projects including a visit by the President and Vice-President, Training Enterprises to the Philippines project:
- St. Paul College Career Development Centre (Philippines)
- Chengdu Electromechanical College, Chengdu (China)
- Sichuan University of Science and Technology, Chengdu (China)
- University of Danang Early Childhood Education (Vietnam) •

Celebrating the second anniversary of the training centre in China in June 2000, are (L to R) Jieying Fu, Assistant President, Shenyang Electric Power Institute; Bingxian Guan, President, Shenyang Electric Power Institute; Paul McGeachie, Vice-President, Training Enterprises, Red River College; Xin QingZhang, Party Secretary, Shenyang Power Institute; and Terry Lewycky, Director, International Education, Red River College.

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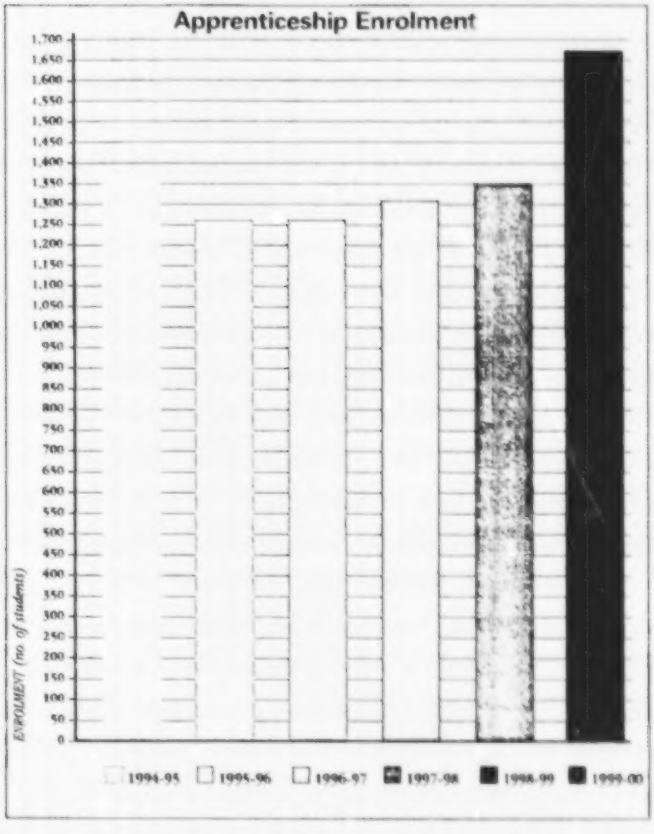

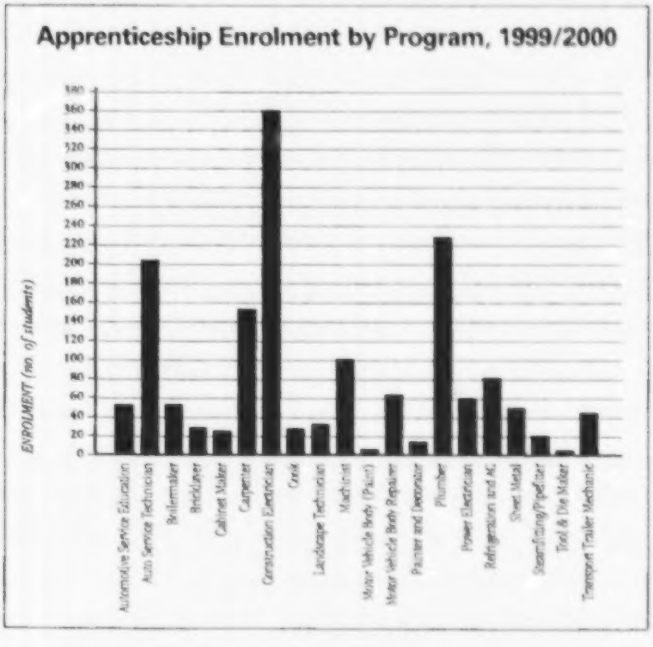

Apprenticeship

The Apprenticeship program is administered by the Apprenticeship Branch of Manitoba Education and Training. Manitoba's colleges work in cooperation with the Apprenticeship Branch and offer the classroom training that is part of the requirement for a certificate of qualification in designated apprenticeship trades.

Apprenticeship is a quality post-secondary education in which a student, or apprentice, learns a trade through on-the-job skills development and in-school study. The practical experience is gained under the supervision of a skilled master or journeyperson. This training usually takes four to five years, and includes a session of academic training of four to eight weeks once each year. Red River College is the designated provider of academic instruction in 21 of these trades. RRC is also the largest provider of classroom training for apprentices in Manitoba, delivering about 64 percent of all classroom training offered each year.

In 1999/2000 the College provided training to 1,665 apprentices, an increase of 23 per cent from the 1350 apprentices that were trained through the College the previous year. The largest increases were in Carpentry (17%), Plumbing (32%), Construction Electrician (11%), Power Electrician (50%), Refrigeration and Air Conditioning (54%), and Machinist (89%). In addition, RRC piloted a new "day release" delivery model in the Machinist program and helped revise the curriculum in a number of trades.

In the spring of 1998 the Minister of Education and Training announced the government's plans to revitalize the apprenticeship training system. A goal was set to double the number of apprentices in Manitoba over the next three years to address the skilled trades shortages that have developed. As a primary partner in the delivery of apprenticeship training, RRC works with the Apprenticeship Branch to facilitate the establishment of new trades and the expansion of existing ones. With the opening of the new Heavy Equipment Training Centre at 1616 King Edward St. next year, RRC will begin to deliver Truck Transport Mechanic apprenticeship training. •

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Co-operative Education

Red River College is strongly committed to the philosophy and nature of co-operative education. The College has made the expansion of co-op programming a priority.

Co-operative education integrates related on-the-job experience with classroom theory by alternating terms of paid employment and academic study. Over the years, the College has introduced this proven system into an increasing number of programs.

Co-operative education has been offered in three programs in the College's Hospitality department since the late 1970's. Starting in 1991, rapid growth has occurred in the number of programs offering a co-op mode of delivery. The number of students enrolled in co-op programs has risen 50 percent over the last five years. The total number of co-op programs stands at 19:

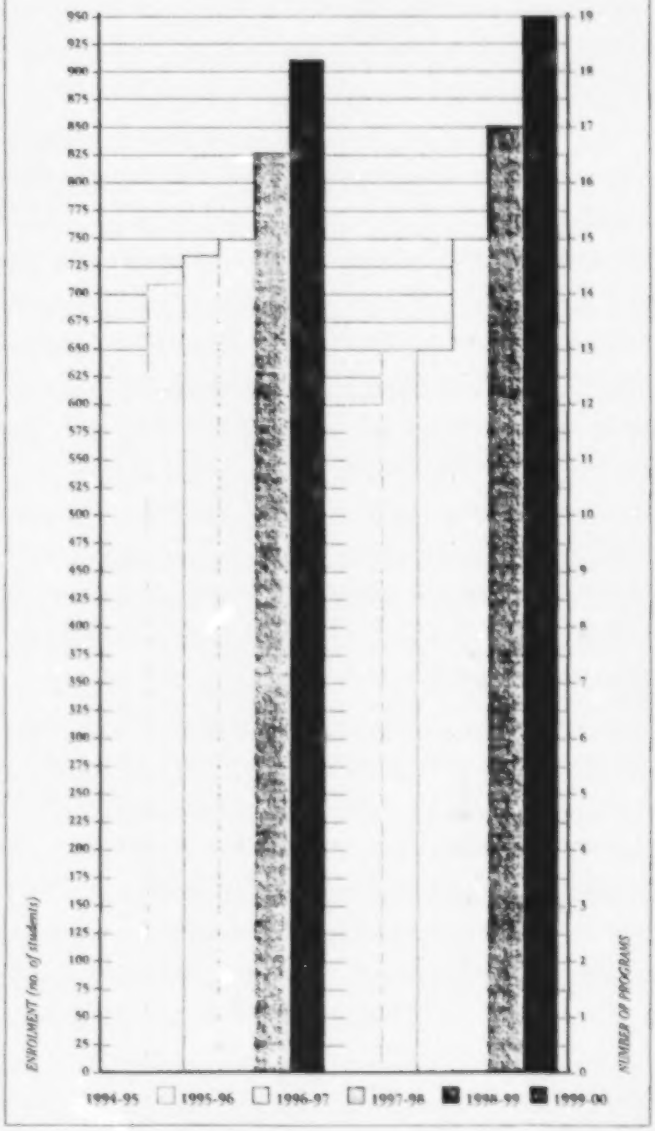
- Administrative Assistant
- Applied Biology (Joint with UofW)
- Applied Chemistry (Joint with UofW)
- Applied Environmental Studies (Joint with UofW)
- Business Administration
- Chemical and Biosciences Technology
- Commercial Baking
- Computer Analyst/Programmer (Expanded 1999/2000)
- Culinary Arts
- Design and Construction Technology
- Environmental Protection Technology
- Geomatics Technology
- Greenspace Management
- Hotel and Restaurant Administration
- Information Systems Technology
- Municipal Technology
- Structural Technology
- Tourism (Expanded 1999/2000)
- Wood Products Manufacturing Technology

Approved in 1999/2000 for development with delivery in 2000/2001 were:

- Mechanical Engineering Technology
- Building Design CAD Technology
- Manufacturing Design CAD Technology
- Mechanical Systems CAD Technology

Co-operative Education will continue to be considered as a delivery mode for new and existing programs where marketplace, students and the employing community find it a viable educational method. •

Co-operative Education Enrolment and Number of Programs



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Curriculum and Learning Resources

In 1999-00, the previously named Library and Program Services Division was re-named Curriculum and Learning Resources to emphasize the complete teaching and learning support the Division provides to the College's academic programs. These supports consist of comprehensive knowledge and research capacity through the Library and Learning Resources, curriculum design issues through the Program and Curriculum Development area and program delivery issues through the Learning Technologies areas.

Library and Learning Resources

The Library and LRC provides a broad range of information services and learning resources to support educational activities at the College. While traditional services such as the circulation of print materials and provision of face to face reference services have decreased or stayed constant, services such as teaching information literacy and providing articles on the Internet have increased dramatically. As well, demand for instruction in using technology and developing web pages has also increased. Highlights of 1999/2000 are:

- The return of approximately 15,000 -20,000 volumes from storage after renovation to the library space
- Expansion of the Electronic Classroom with the addition of 15 new workstations
- Significant expansion to the EbscoHost digital database service by 247 journal titles
- Over 140 library instructional sessions to 3,289 users and 10,000 reference consultations

Program and Curriculum Development Department

The Program and Curriculum Development Department helps to improve the quality of programs by providing leadership and assistance in the development of new programs, validation and updating of curricula in existing programs and by conducting research and coordinating co-operative education initiatives. Highlights of 1999/2000 included:

- Assisted in the development of new programs in Aviation Management and the Aboriginal Self-Government programs
- Facilitated extensive activities including workshops, presentations and learning sessions on the College's movement to Learning Outcomes based programming
- Researched and provided recommendations on the adoption of statements on College-wide learning outcomes
- Initiated a revision of the Curriculum Review process to expedite the review of over 100 college programs over a 5-year cycle

Learning Technologies Department

This department assists college academic areas to incorporate appropriate technology in the support of Teaching and Learning, by both students and staff. Each area in this department provides a unique specialty to the teaching and learning process.

TLTC - The Teaching and Learning Technology Centre provided over 100 sessions to staff on the use of technology in the Teaching and Learning Process.

eTV - enables the use of video production services to support college Teaching and Learning process. Video products are increasingly employed in e-learning formats due to expanding capacity of web - delivery mechanism. For the 1999-00 year 109 videotapes were shot, 40 productions edited, 18 CD-ROM produced or duplicated and 932 tapes duplicated for college academic programs. Several less glamorous but significant services, such as 120 AV equipment repairs and over 500 event set-ups were provided. The most significant of numerous projects for the area was the Culinary Arts by Distance Education Project where 40 short video sessions were produced for integration with The Learning Manager web formatting software.

Web

Extensive instruction was provided in FrontPage ('98 and 2000) to staff/instructors to enable the expansion of web site development throughout the College. Sixty-two new segments to the existing College web were developed. This included a comprehensive renewal (with on-line registration) for the Continuing Education, Distance Education and International Education sites. Restructuring and creation of more comprehensive links has been completed on 90% of full-time program sites. The college web-master co-presented "Changing the Way It's Always Been Done...Classroom Meets Web" at conferences in Chicago and Edmonton thereby sharing with other colleges our experience of initiating and fostering instructor web development on the Extranet. •

Appendix

ENROLMENT SUMMARY, 1999/2000

Program	1st Year Quota	No. of Applicants between July 1, 1998 and June 30, 1999	Start Month	1st Year Enrolment	2nd Year Enrolment	3rd Year Enrolment	Total Enrolment	Female	Aboriginal	Persons with Disabilities	Graduates
ABORIGINAL AND TEACHER EDUCATION											
Aboriginal Interpreter	20	52	8	18	17	—	35	23	34	2	15
Business Teacher Education	16	31	8	17	12	1	30	22	4	—	9
College Preparation for Aboriginal Student	80	185	8/1	80	—	—	80	46	72	6	47
Industrial Arts Teacher Education	15	32	8	17	13	—	30	2	4	—	2
Microcomputer Applications	20	35	8	21	—	—	21	12	20	1	17
Vocational Industrial Teacher Education	16	68	8	15	—	—	15	6	2	1	10
DIVISION TOTAL	—	—	—	168	42	1	211	111	136	10	100
APPLIED SCIENCES											
Animal Health Technology	25	103	8	26	21	—	47	43	1	—	20
Applied Biology	10	35	9	21	11	—	32	20	—	—	—
Applied Chemistry	10	5	8	4	3	—	7	3	—	—	—
Applied Environmental Studies	10	9	8	2	4	—	6	4	—	—	—
Chemical & Biosciences Technology (Co-op)	45	70	8	40	30	—	70	47	5	—	24
Child and Youth Care	25	103	8	24	24	—	48	39	6	—	23
College Preparation for Nursing	40	80	8	44	—	—	44	40	8	2	25
Communication Engineering Technology	—	—	—	—	15	—	15	1	—	—	11
Computer Engineering Technology	—	—	—	—	84	—	84	3	1	1	42
Dental Assisting - Level 2	50	117	8	53	—	—	53	51	1	1	42
Developmental Services Worker	30	51	8	28	21	—	49	43	3	2	19
Early Childhood Education	90	173	8/1	74	42	—	116	114	13	3	34
Electrical Engineering Technology	—	—	—	—	33	—	33	3	4	1	22
Electronic Engineering Technology	250	313	8/11/3	184	39	—	223	23	10	5	17
Electronic Technician	36	39	8	28	—	—	28	3	—	—	18
Health Care Aide/Unit Clerk	24	—	10	25	—	—	25	23	21	—	18
Instrumentation Engineering Technology	—	—	—	—	20	—	20	2	2	—	12
Joint Baccalaureate Nursing	90	191	9	88	50	38	176	163	16	2	—

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Program	1st Year Quota	No. of Applicants between July 1, 1998 and June 30, 1999	Start Month	1st Year Enrollment	2nd Year Enrollment	3rd Year Enrollment	Total Enrollment	Female	Aboriginal	Persons with Disabilities	Graduates
Medical Radiologic Technology	26	105	8	28	—	—	28	24	2	1	17
Magnetic Resonance Imaging and Spectroscopy	16	35	9/3	18	—	—	18	11	—	—	14
Radiation Therapy	8	179	9	8	—	—	8	7	—	2	8
Rehabilitation Assistant	16	—	—	16	—	—	16	15	—	—	—
DIVISION TOTAL	—	—	—	711	397	38	1146	682	93	20	364
BUSINESS AND APPLIED ARTS											
Administrative Assistant	30	87	8	38	19	—	57	56	5	—	15
Advertising Art - Advanced Diploma	15	16	8	10	—	—	10	3	—	1	7
Advertising Art Diploma	50	220	8	45	50	—	95	51	5	3	28
Business Administration	420	1000	8/11	473	326	—	799	394	62	24	225
Business Administration Integrated	64	106	8	68	23	36	127	79	82	2	—
Commerce/Industry Sales & Marketing	70	107	8/11	67	—	—	67	30	3	2	49
Commercial Baking	14	19	4	8	—	—	8	4	—	—	11
Computer Accounting Technician	105	236	8/11	117	—	—	117	64	8	6	53
Computer Analyst/Programmer	175	569	8/11/3	202	133	—	335	60	16	7	70
Creative Communications	54	266	8	57	50	—	107	65	2	4	43
Culinary Arts - Diploma	70	154	8/3	72	52	—	124	48	13	2	27
Entrepreneurship	25	37	9	26	—	—	26	10	2	—	12
Health Information Technologist	30	45	—	—	22	—	22	22	2	—	20
Hotel and Restaurant Administration	70	109	8	56	31	—	87	58	2	2	25
Information Systems Technology	70	211	3	77	44	—	121	22	1	—	—
International Business	25	30	11	15	—	—	15	7	—	—	13
Library and Information Technology	30	28	8	30	—	—	30	28	6	1	3
Tourism	35	72	10	36	—	—	36	31	2	—	21
DIVISION TOTAL	—	—	—	1397	750	36	2183	1052	211	54	620
INDUSTRIAL TECHNOLOGIES											
Advanced Welding	—	19	—	21	—	—	21	—	4	—	21
Automotive Service Ed Program	—	61	—	58	—	—	58	—	4	—	54
Automotive Technician - Certificate	30	105	8	32	—	—	32	1	2	—	14
Automotive Technician - Diploma	24	27	8	15	—	—	15	1	—	1	10
Automotive Technician - Work Experience	15	23	8	12	—	—	12	—	2	—	8
Carpentry and Woodworking	36	120	8/1	34	—	—	34	—	4	—	16
Civil Technology	120	265	9	85	—	—	85	13	6	2	1
Civil Technician	—	—	5	2	—	—	2	1	1	—	1
Design and Construction Technology	—	—	—	—	21	13	34	6	2	—	6

Program	1st Year Quota	No. of Applicants between July 1, 1998 and June 30, 1999	Start Month	1st Year Enrolment	2nd Year Enrolment	3rd Year Enrolment	Total Enrolment	Female	Aboriginal	Persons with Disabilities	Graduates
Environmental Protection Technology	—	—	—	—	11	11	22	10	1	1	7
Geomatics Technology	—	—	—	—	9	11	20	2	—	1	8
Municipal Technology	—	—	—	—	26	31	57	8	4	—	27
Structural Technology	—	—	—	—	16	23	39	7	1	1	18
Collision Repair and Refinishing	30	50	8	22	—	—	22	1	1	—	17
Computer-Aided Drafting (CAD) Technology Architectural, Machine, Mechanical Systems, Structural	96	52	8	90	—	—	90	22	2	2	59
Electrical	48	151	8/1	50	—	—	50	1	7	1	19
Geographic Information Systems Technology	24	24	9	19	—	—	19	7	1	—	16
Greenspace Management - Diploma	22	44	9	16	14	10	40	4	2	—	9
Heavy Duty Equipment Mechanic	48	63	8	47	—	—	47	1	7	1	26
Heavy Duty Equipment Technician	12	13	8	9	—	—	9	—	2	—	4
Manufacturing Technician	56	58	8/2	42	18	—	60	1	2	4	2
Mechanical Engineering Technology	50	54	8	56	43	—	99	8	5	2	22
Piping Trades	36	88	8/2	36	—	—	36	—	4	—	10
Power Engineering	40	64	8/2	44	—	—	44	—	2	3	35
Power Equipment Technician	14	20	9	14	—	—	14	—	1	—	13
Refrigeration and Air Conditioning	18	45	3	18	—	—	18	—	—	—	12
Welding	36	103	8/11	35	—	—	35	2	—	—	29
Wood Products Manufacturing - Certificate	5	5	9	4	—	—	4	—	—	—	4
Wood Products Manufacturing - Diploma	15	14	9	19	6	5	30	3	1	—	5
DIVISION TOTAL	—	—	—	780	164	104	1048	99	68	19	473
STUDENT AFFAIRS											
American Sign Language-English	—	8	—	14	—	—	14	14	—	—	11
Deaf Literacy Program	—	14	—	27	—	—	27	17	5	27	—
Deaf Studies	20	60	9	12	—	—	12	8	—	6	4
DIVISION TOTAL	—	—	—	53	—	—	53	39	5	33	15
DEVELOPMENTAL EDUCATION											
Academic Development Programs	—	—	—	168	—	—	168	65	33	29	60
English as a Second Language	—	—	—	395	—	—	395	242	—	1	260
General Studies	—	—	—	26	—	—	26	14	4	1	—
Introduction to Business	—	—	—	54	—	—	54	31	19	3	27
Introduction to Computer Accounting Technician	—	—	—	18	—	—	18	11	3	1	14
DIVISION TOTAL	—	—	—	661	—	—	661	363	59	35	361
GRAND TOTAL	—	—	—	3770	1353	179	5302	2526	572	171	1933

Points of contact

WINNIPEG LOCATIONS

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Info line: 204-632-3960
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Fax: 204-632-9661
http://www.rrc.mb.ca

Language Training Centre
Suite 300, 123 Main Street
Winnipeg, Manitoba R3C 1A3
Telephone: 204-945-6151
Fax: 204-948-3214

Market Driven Training
401-161 Portage Avenue East
Winnipeg, Manitoba R3B 2L6
Telephone: 204-945-0588
Fax: 204-945-1646

St. Boniface Arts & Technical Centre
5 Deboumment Avenue
Winnipeg, Manitoba R2J 1J9

Aerospace Training Centre
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Telephone: 204-945-5188
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Winkler Campus
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Fax: 204-325-4947

Steinbach Campus
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Fax: 204-346-0178

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